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ABSTRACT

This history of literacy journalism may be summarized as follows. Conceived in the early 1950s through the enthusiasm of Frank C. Laubach, the world's only graduate program for literacy journalism was started when his son, Robert Laubach, came to Syracuse University to study journalism. He was the student/instructor of the first class in 1951 and stayed to get a doctorate and to direct and teach the literacy journalism sequence until it ended in 1981. Literacy journalism was particularly concerned with developing countries and their "new readers." The class of 1958-59 decided to prepare a weekly newspaper for adults with low reading skills in English, "News for You," which was published by New Readers Press, started by Bob Laubach. In 1967, it became officially the publishing division of Laubach Literacy International. By 1959, Bob Laubach was teaching the original course, Writing for New Literates; another called Adult Literacy Techniques; and special classes of adult educators sent by governments of developing nations to learn easy writing techniques. From 1955-63, he taught a 6-week intensive course at Chautauqua Institution. The history of literacy journalism in part I is followed by four personal stories by alumni and teachers--Roland E. Wolseley, Elizabeth Mooney Kirk, Caroline Blakely, and Robert S. Laubach. Appendixes include the following: career summaries of alumni; a bibliography of selected works by alumni; quotes from alumni; course outline for Writing for New Literates; "Editorial Performance Standards" (Kay Freeman); and list of alumni. (YLB)

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Literacy Journalism
at Syracuse University

A thirty-year history:
1952-1981

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Caroline Blakely
Robert S. Laubach

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Literacy Journalism
At
Syracuse University
A Thirty - year History
1952 - 1981

by

Caroline Blakely

Robert S. Laubach

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Privately published by Lit-J Alumni:
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for her computer literacy which helped to enhance the page layouts.

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many of whom worked so long ago as to become anonymous;
their images add greatly to the memories in this book.

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Dedication

This work is dedictated to Frances Ilene Brown Laubach, 1928 - 1988.

In life, through 35 years of marriage, she stood behind me and urged me ever onwards. Her gracious southern hospitality was remembered by all who met her; many persons mentioned in this book have been guests in our home. Fran was wife and mother who handled all details of a growing family with radiant cheerfulness.

In death, her memory inspires me to keep going ever onwards. As my tribute to her, I can do no less.

In Gratitude

by Robert S. Laubach

Lest the reader, on first opening this report, imagine that it is an account of one man's mission, this is my statement of thanks to many:

To William P. Tolley, former chancellor of Syracuse University, who met my father, Frank C. Laubach, in the late '40s. Chancellor Tolley, as other educators have eloquently stated, set the stage for international education, including adult literacy, to be fostered at Syracuse University.

To M. Lyle Spencer, founding dean of the S.U. School of Journalism, who opened the doors of the old Yates Castle to Literacy Journalism.

To Wesley C. Clark, dean of the School of Journalism and later of the S.I. Newhouse School of Public Communications during most of my thirty years of teaching. His keen support was friendly and unflagging.

To my close colleagues in the Graduate Division of the School of Journalism, and the Magazine Department, where Literacy Journalism was housed:

Prof. Roland E. Wolseley, who had already started the Religious Journalism program when I arrived, and who contributes a chapter in this report.

Prof. George L. Bird, whom the dean charged with helping to organize the curriculum for the M.A. Degree in Literacy Journalism.

Prof. Robert Root, a close friend and mentor in the department, beginning with Dr. Wolseley's teaching abroad in India.

Prof. Burton L. Marvin, the last of my close colleagues in the School of Journalism.

To other professors in the School of Journalism, who taught me as a graduate student in journalism:

Prof. Larry Siegfried, chairman of Graphic Arts, who helped me build upon the rudimentary training I had received as a teenager in the Philippines.

Prof. Wesley Brewster, who nurtured my love of photography and helped me hone picture-taking and darkroom skills.

To persons in the School of Education, in which I worked for my Ph.D. in Reading Education:

Prof. William D. Sheldon, director of reading education, who challenged me to look beyond phonics, and who guided me through my dissertation.

Margaret Early, professor of reading, who helped broaden my concepts of reading, and encouraged me to prepare materials for persons with limited reading abilities.

Ray Kuhlen, professor of adult psychology, with whom I began to study adult motivations to learn.

Alexander Charters, professor of adult education, who helped me see where literacy fits into the concept of lifelong learning, and who later was a member of the Board of Trustees of Laubach Literacy International.

To Alfred D. Moore, executive secretary of the Committee on World Literacy and Christian Literature of the National Council of Churches, who provided a scholarship for my studies at Syracuse University.

To John Ryder, a New York City advertising executive and recovered alcoholic, who took me under his wing in the late 1940s and inspired me to fair play, hard work and a tolerance and understanding for others.

To Tataro Macaindeg, the head printer at the mission press for the Maranaos in the first days of literacy in the Philippines in the 1930s. Tataro taught me at age 13 how to set type, unknowingly setting me on the course that would lead eventually to my career in literacy journalism.

And to my parents, Effa Seely and Frank Charles Laubach, who gave their son a world of geography and of understanding that everyone is deserving of the service of love that literacy and writing for new literates can provide.

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Introduction

by Alexander N. Charters

My first experience at teaching adults to read came during the summer of 1938 as a laborer-instructor for Frontier College in Canada. I was one of the university students who got a job in a logging camp during the day and taught English and other basic subjects at night to other workers. Many of them were immigrants with little education in English or any other language.

Several years later, I was appointed to Syracuse University where I heard of Laubach Literacy, partly through Chancellor William P. Tolley. He was a friend of Dr. Frank C. Laubach, the missionary noted for leading literacy campaigns in numerous Third-World countries during the '30s and '40s. I had thought his slogan was "Each One Save One," but found out later it was "Each One Teach One."

My visit to the Laubach headquarters in Washington, D.C., perked my interest in literacy. Soon afterwards, in the early '60s, the headquarters was moved to Syracuse where Robert Laubach, son of the founder, was leading a graduate program in Literacy Journalism in the School of Journalism of the University. The Laubach literacy organization was just off campus in a big University house.

I accepted an invitation to join the Laubach Literacy Board of Trustees' Finance Committee. We were able to recommend changes that gave more structure to the organization and, for the first time, a salary schedule. About this time, Laubach Literacy had begun publishing books for new literates and desired New Readers Press to have a major role in the organization's mission, creating the need for solid financial guidelines.

The responsibility for this development was through the full-time services and commitment of the two writers of this book, Robert Laubach and Caroline Blakely. He continued teaching and directing the Literacy Journalism program at the University, as well as being publisher and top officer of the literacy organization. She, as the first editorial employee, later became editorial director. Both worked together with other Literacy Journalism alumni to establish New Readers Press and support literacy in general.

I continued my responsibility at the University in Adult Education, of which literacy was a part. Chancellor Tolley and Journalism Deans M. Lyle Spencer and Wesley C. Clark backed the literacy, and closely related religious, graduate programs in journalism.

Although the religious and literacy programs were small, they attracted students from many states and countries, with varied religious or governmental affiliations. For 30 years Syracuse University was unique in offering the only graduate program specializing in religious or literacy journalism. UNESCO and a few other world organizations chose S.U. graduates to start publishing programs for new adult readers. Alumni accomplishments on the world scene are notable in the career synopses included in this book.

The excellent education they received, along with their dedication is evident in alumni life and career stories in Appendix A. These came from the questionnaires sent to the alumni who could be located.

In total, it is estimated that there were 250 graduates from 1952 to 1981. The outstanding commitment and expertise of these individuals has been spread around the world in their jobs as writers, editors, publishers, teachers and administrators, and their status as world citizens.

By the 1980s, the American missionary strength in developing countries had subsided, partly by request from those countries. The Religious and Literacy programs were phased out. They had served a need of their time. However, they may have the fate of some other worthwhile instructional programs which are sometimes resurrected later in another form or as part of other programs.

The many pictures in this book mostly show the alumni as students: handsome, intelligent youth with enthusiasm for improving the lives of the less fortunate. A few, pictured after years of doing this, have lost their youth but not their belief in the endeavor. I, too, am proud to have been a part of it.

(Dr. Charters was Dean of University College until 1964, when he became Vice President in charge of Continuing Education at Syracuse University. In 1952 he established a graduate program in Adult Education at the University. As a teacher and administrator he has become an authority in Adult Education throughout the world.)

LITERACY JOURNALISM AT S.U.
What Is
LITERACY JOURNALISM?
WHERE CAN I LEARN LITERACY JOURNALISM?
Community Development
TOWARD WORLD LITERACY

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Foreword

This history of Literacy Journalism at Syracuse University is one part of an effort to preserve, by way of the Bird Library Archives of the University, information about the program and its participants.

The idea for this archival project came about in October of 1990 at an exhibit and day-long program at Bird Library. The exhibit was in commemoration of 1990 as Literacy Year and had the title, "Teaching the World to Read: The Movement in Syracuse."

The 30-year Literacy Journalism program was not represented in the activities or display, although it had operated within the former School of Journalism, now the S.I. Newhouse School of Public Communications, from 1952 to 1981. The display featured, with appropriate emphasis, the work of Frank C. Laubach and Ruth Colvin, founders respectively of two Syracuse-based organizations, Laubach Literacy International and Literacy Volunteers of America.

To fill this void the Literacy Journalism Archival Committee was formed; composed of the former Literacy Journalism Director, Dr. Robert S. Laubach, and two alumni, Caroline Blakely and Kay Koschnick Freeman. They met with Terry Keenan, Archival Director at Bird Library, and started this retrieval of information, which would go into Bird Library and be computer accessible throughout the nation in the PPAC Information System.

The Committee estimated that there are about 250 former Literacy Journalism students. Questionnaires were sent to close to 150 who could be located. As of October 1995, 110 had been returned; finding addresses after 10, 20, or 30 years was difficult, particularly since so many participants were international students or missionaries in third-world countries. However, the search goes on, and new information continues to come in.

Information from these questionnaires, along with more personal news from some alumni, and other evidence of the Literacy Journalism influence on alumni accomplishments, are being included in the total presentation to the archives.

We realize that this history gives considerable space to program alumni who remained in Syracuse to work for Laubach Literacy International. It might seem that the history of Literacy Journalism was somewhat dominated by the account of New Readers Press and what Literacy Journalism alumni accomplished through it. If that is true, it is because that is the way this author perceived what happened to the program in the late '60s and '70s.

However, the writers of this account. who are among those who stayed to work in Syracuse, are even more aware, after researching and presenting this archival project, of the value of the Literacy Journalism program to the alumni and those they worked for, not only in other parts of the world--Asia, Africa and South America--but in other parts of the United States. Anyone would be impressed by their dedication and accomplishments as shown by the summaries of their careers. Almost every account was brief and understated. Many did not include a full list of their published works, either because they were too numerous to be remembered or recounted, or because their works were in a non-print medium: mimeographed, radio, TV or unpublished research. One can only guess at the number of people who benefited from the works of these alumni. It is indeed a loss that there are not more graduates continuing to come from Syracuse University or similar literacy journalism programs.

Virtually every one of the alumni who answered the questionnaire said the Literacy Journalism program at Syracuse University had been of real value to them, even though some did not have literacy-connected careers.

The development and accomplishments of New Readers Press are a part of this history. Although this publishing house for adult new readers is now a division of Laubach Literacy International, it began in the Literacy Journalism program. Literacy Journalism graduates had the inspiration and expertise to make New Readers Press significant in literacy and special education. In addition, the parent organization, a leader in world literacy, might not have survived without the support of the press division.

If the Literacy Journalism program had not been at Syracuse University, the

Laubach Literacy headquarters would not have been located in Syracuse, nor would it be there now. The account in regard to New Readers Press and Laubach Literacy International was intended to show one very valuable contribution made by the Syracuse University program toward literacy advancement.

This history is trying primarily to record facts and not analyze the events in order to lay blame for the program's demise. However, we might observe that Laubach Literacy gave priority to its own survival, including New Readers Press and other literacy goals, rather than Literacy Journalism training on the graduate level. One can surmise that the Syracuse University program might still be in existence and more graduates would have accomplished more if the two organizations that started it (Laubach Literacy International and Syracuse University) had supported it more fully. That is not to negate the insight and dedication to humanity that both organizations showed in starting and keeping such a program going for 30 years.

Writing this history has made the authors even more aware of the debt we owe to Syracuse University, and particularly to the School of Journalism (its former name) and the S.I. Newhouse School of Public Communications. It is surprising that the school gave continued support, in spite of a lowering of registration and lack of interest in literacy on the part of higher education institutions at that time.

Interest in literacy was growing some, but not in graduate journalism education. Thus, Syracuse University's School of Journalism had the only graduate program offering a master's degree, and later a Ph.D., in Public Communications, specializing in Literacy Journalism. Literacy Journalism ended in 1981 with the closing of the graduate program.

It shows noteworthy dedication that for 30 years Syracuse University, not only provided classrooms, with professors and administrators for the students, but in many instances, financial assistance, help with housing, and an international social setting. In all, approximately 50 student assistants took part in a joint scholarship-work program between Syracuse University and Laubach Literacy International.

We also wish to record appreciation to Laubach Literacy for this unique training. The first ideas for the program were expressed by Dr. Frank C. Laubach, founder of Laubach Literacy International, to Dean M. Lyle Spencer, of the Syracuse University School of Journalism. The enthusiasm generated between the two of them spread to others at the school, including Dean Wesley C. Clark, who followed Dean Spencer. However, it was Dr. Robert S. Laubach, first a student-instructor and then the program director, who taught the courses in Literacy Journalism during the program's entire existence.

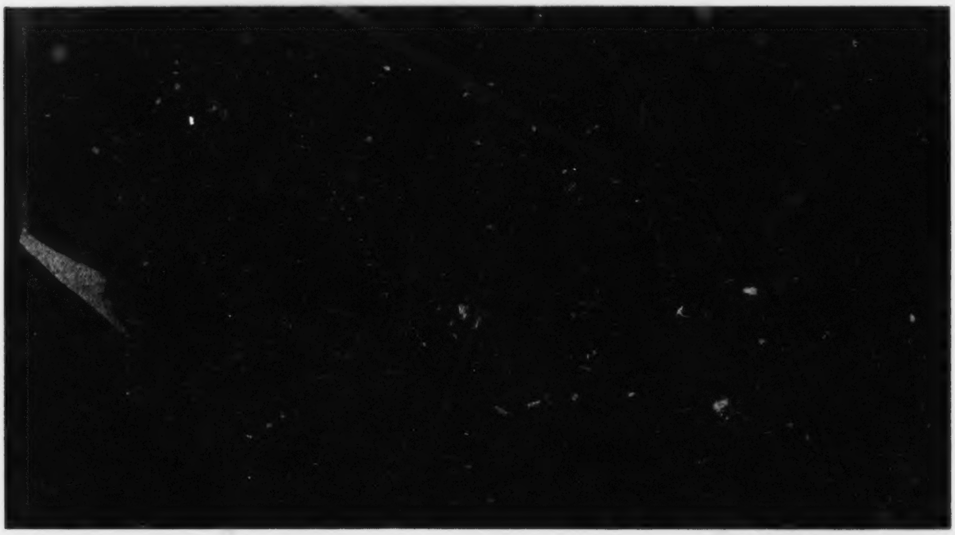
by Caroline Blakely

Part 1

History of Literacy Journalism

(Above) **Mrs. Frances Clark** and **Dean Wesley C. Clark** (standing); (seated, l to r) **Elizabeth Mooney, Sarah Cunningham, Patricia McCoppin** and **Dr. Frank C. Laubach**. Photo 1952.

(Below) **Dr. Frederick Rex**, of the Literacy and Literature Committee of the National Council of Churches, students **Patricia McCoppin** and soon-to-be husband **Thaung Win**, of Burma. 1952.



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Chapter 1

The First Class

The year was 1952. It was the spring semester at Syracuse University in upstate New York. Splotchy snow still covered the ground around the old "Castle." That's where the School of Journalism had its activities and classrooms.

In one of the classrooms with the high, drafty windows, seven students, one journalism professor, and one student/instructor worked together. This was the first class of Literacy Journalism at Syracuse University. The professor was Dr. Robert Root, head of the Religious Journalism program at the school. The student/instructor was Robert (Bob) S. Laubach, studying for his master's degree in journalism and, at the same time, teaching this course on literacy techniques. At first, until the new course outline could be approved, it was called a "Religious Writing" course, with supervision from Dr. Root.

The students were either working in or expecting to work in countries with high illiteracy rates. They were Betty Mooney, Ton-Shun (Tom) Chang, Richard Katongole, Sally Cunningham, Patricia McCoppin, Norman Bredesen, Sam Krishniah and Bob Laubach.

Betty Mooney had spent five years as a missionary in India, and later would serve at Literacy House in Allahabad, India, working with its founder, Dr. Frank C. Laubach, and with Dr. Welthy Fisher. Tom Chang was a journalist from the mainland of China, who had worked with the U.S. Information Service in Nanjing prior to 1949.

Patricia McCoppin, an American journalist, would soon marry Thaung Win, a Burmese studying engineering at S.U.; they would go to Burma to work, then return to California. Sally Cunningham was majoring in Religious Journalism and

Robert Laubach, student-instructor in Literacy Journalism, ca. 1952.

Dr. Robert Root, Chairman, Religious Journalism program, ca. 1952.

[2]

would become a national Presbyterian magazine editor. Richard Katongole, from Uganda, became the first person to earn a Ph.D. in Communications at Syracuse University; he worked for the United Nations for many years. Norman Bredesen had had overseas experience in South Asia, and would have a long career in social work in the U.S. Sam Krishniah, from Pakistan, had a distinguished journalism career in Pakistan, India and Malaysia.

These students and these teachers were very much interested in a subject most journalists and most missionaries had never heard of: "Literacy Journalism."

One might wonder why journalism should be the discipline of study chosen as the one most suited to prepare people to write and produce materials for newly-literate adults. Why should that discipline not be education or social work or library science? All these areas of study are involved, but journalism has a special distinction. Because of it, journalism and journalists became known as the Fourth Estate, the guardian of the people's "right to know."

Undereducated adults have this right, too, but cannot exercise it unless special techniques are used to provide information which they need for more enjoyable, productive lives. This is why journalism was the chosen discipline for these university students.

Particularly, in these early days, literacy journalism was concerned with third-world countries and "new readers" in those countries. Then and now, it is concerned with people who have had so few rights given them, largely because they don't "know" their rights. Learning to read is certainly necessary if the world's illiterates are to have a better life. But what they read may either be propaganda leading to further exploitation, or access to freedom of ideas and opportunity.

For these people literacy made a difference:

Juan and Maria, who grew up in a rural area of Mexico, where there were no schools. They are learning to read so their four "niños" will have a better life than their parents had. That means literacy and job training.

Toma lives in a village near Accra, Ghana. Because he cannot read and write, he earns a bare living by cleaning the grounds of a government building. If he could read, he could learn new skills and perhaps find a wife.

Amin is a farmer in India. Because he could not read, he was unable to read the directions for giving medicine to his bull. The bull died, and his family suffered.

Josef was a Polish immigrant who moved to New York. He was going to night school to learn English so he could become a U.S. citizen. In his class he read News for You, a weekly newspaper for adults with low reading skills in English. "It is good to read about my new country," Josef said. "The paper is about things I need to know. It reads like I speak. I can understand it."

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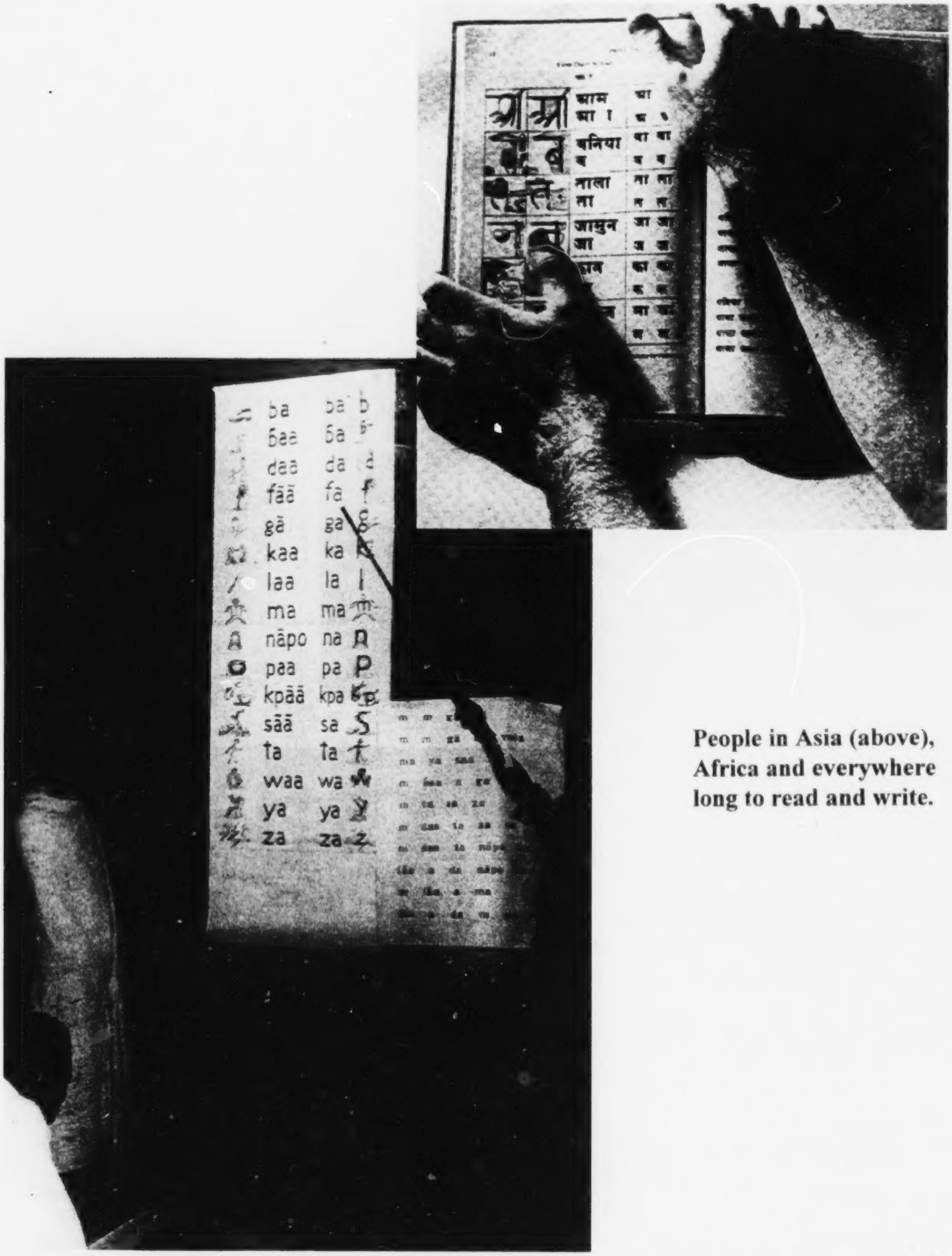
[4]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fāā fa
gā ga
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laa la
ma ma
nāpo na
paa pa
kpāā kpa
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ya ya
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People in Asia (above),
Africa and everywhere
long to read and write.

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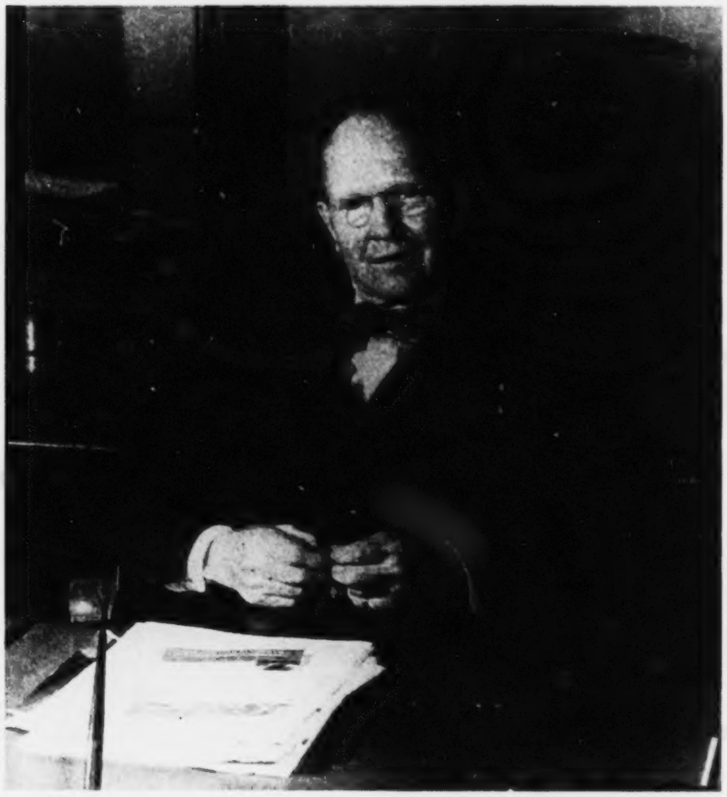
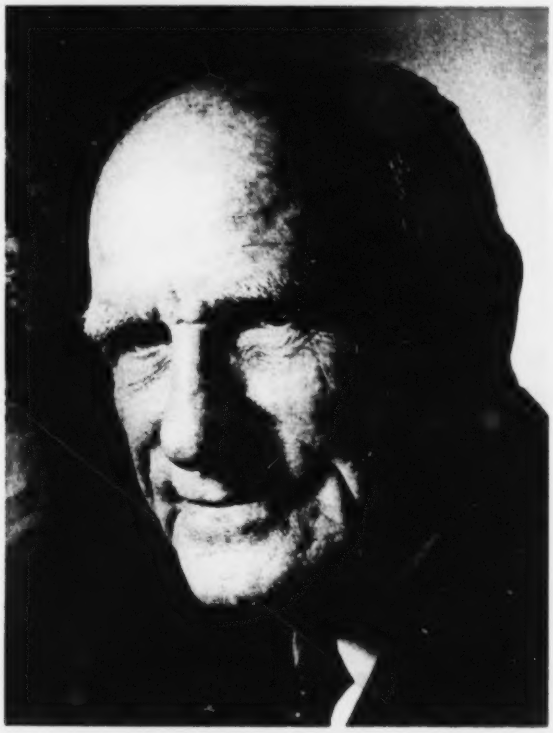


M. Lyle Spencer,
first Dean of the
School of Journalism
of Syracuse University,
ca. 1952.

Frank C.Laubach,
when he first talked
with Dean Spencer,
ca. 1948.



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Chapter 2

First Came the Word

Writers of materials for new adult readers must not only know the content well enough to reduce it to simple terms, but they must also have a knowledge of the potential readers. An understanding of their viewpoints and needs are crucial factors in the writing of materials for new readers in any country. Not only are these things to be considered, but suitable readability and visual presentation are equally important. For adult new readers, that means the reading level must be lower than normally used for adults, second to seventh grade, according to the reading ability of the user. But the content must not sound childish or condescending. Respect for the readers must be paramount. Pictures, good pictures, give meaningful clues to the content.

These were the things those aspiring literacy journalists were reaching for in that first Literacy Journalism class in 1952. More knowledge of how to do these things would come to teachers and students in the next 30 years. But an idea of what was needed came to Syracuse University about four years earlier, when Dr. Frank C. Laubach, father of Bob Laubach, came to Syracuse University School of Journalism to talk about the need for literacy journalism training.

The world literacy advocate and teacher was passing through Syracuse on a train. Knowing that the School of Journalism had a very good standing, he entered the office of Dean M. Lyle Spencer unannounced. Dean Spencer had never heard of this sixtyish, balding, purposeful missionary, who had spent a quarter century working in some 100 Third-World countries to make reading charts and start literacy campaigns.

Dr. Wesley C. Clark, who in the early '50s succeeded Spencer as Dean of the Syracuse University School of Journalism.

Dr. Roland E. Wolseley, Chairman of the Magazine Department in the School of Journalism.

As always, Dr. Frank was burning with zeal at the plight of the world's illiterates, and helped Dean Spencer to see that he and the School of Journalism could have a major role in "giving a voice to the silent billion illiterates" in the world. With his characteristic enthusiasm, Dr. Laubach probably spoke of the millions waiting for this service and how easy it would be for the School of Journalism to make a real difference in their lives. Expediency was uppermost in his mind, so he probably didn't anticipate a graduate sequence that would bring in the full gamut of journalism training--from graphic arts to research methods, from writing techniques to theory and ethics--and would become the only school in the world awarding a master's degree in journalism, with a specialty in literacy journalism.

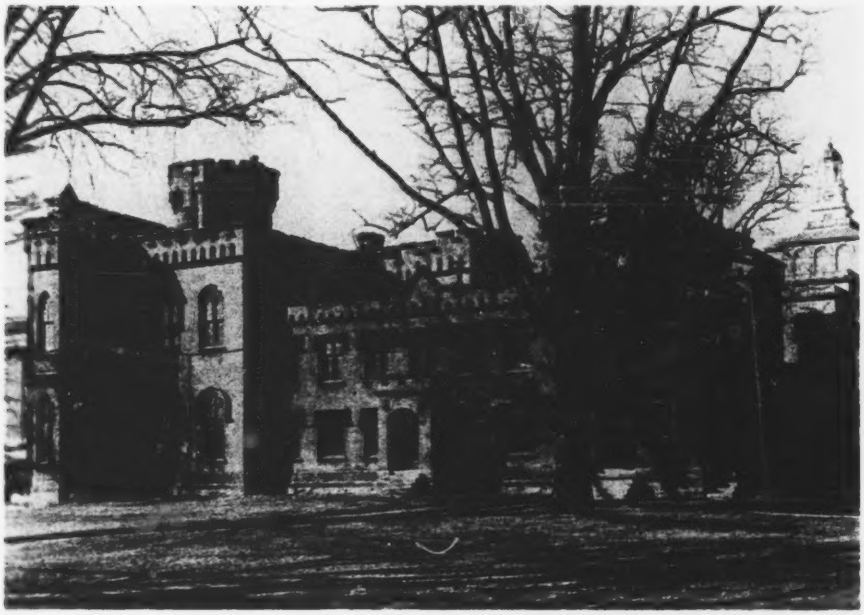
Such a program was some years in the making. The first class in Literacy Journalism was the one mentioned earlier, and came about after Bob Laubach stopped traveling around the world with his father and came to Syracuse University to study journalism. Then the class started in an informal way, with Bob Laubach as a student and substitute teacher for Dr. Robert Root.

It was not until Bob Laubach got his M.A. and he and his father had almost completed a textbook, Toward World Literacy, for literacy journalism classes, that the School of Journalism established the curriculum for the M.A. program in Literacy Journalism. By that time, Dean Spencer had retired and Dr. Wesley C. Clark had become the new dean of the school. Professors Robert Root and Roland Wolseley, both involved in the Religious Journalism graduate program, had a lot to do with designing the curriculum.

Dean Clark pushed for the program adoption in the higher echelons of the university. Dr. Frank Laubach, founder of the Committee on World Literacy and Christian Literature of the National Council of Churches, promised to channel students to the Syracuse University School of Journalism for both the Religious Journalism and Literacy Journalism programs.

In the meantime, Bob Laubach had started on a doctoral program in reading education in the university's School of Education. And he had met the woman he was to marry, Frances I. Brown of North Carolina. Bob and Fran settled down near the Syracuse campus. Bob soon became a part of the journalism faculty, and practiced the kind of "hands-on" education methods that he had witnessed in his father's many literacy campaigns...

> *"Don't wait until you have ideal conditions: use the people available now, and work closely with the new readers themselves, testing their reactions to materials produced."*
>
> *"Don't wait for the perfect manuscript to start printing and distributing. There is a great, immediate need, and we will all learn along the way."*



"Yates Castle," 1951, home of the School of Journalism
and birthplace of Literacy Journalism

Chapter 3

The Class Starts a Newspaper

The 1958-59 class in "Writing for New Literates" had representatives from eight countries, mostly American missionaries to Third-World countries or nationals associated with various religious groups.

George and Charlotte Gillespie were American Baptist missionaries getting ready to go to Nepal. Negash Gebramarian was from Ethiopia. Sam Iftikhar was from Pakistan. George Wanyee was planning to go back to Kenya, his native land, to work in adult education. Nicholas Titus was a Lutheran minister from Connecticut.

Roger Francis, a Baptist lay preacher from Texas, had heard of the Syracuse program through Richard Cortright, who had traveled with Dr. Frank Laubach and was teaching literacy techniques at Baylor University.

Earl Roe had been a missionary in Nigeria and hoped to return with new literacy and journalism skills. Bengt Simonsson was a Methodist missionary from Sweden, who would later direct the Council of Churches literacy program in Kitwe, Zambia. Oemi Obdurachman would later work for the Methodist Church in her native Indonesia.

Caroline Blakely might have preferred to be a foreign missionary. But because of her role as the only parent of five children, that option wasn't open to her. She became the first editor of News for You.

The class of 1958-59 decided to prepare a weekly newspaper for adults with low reading skills in English. Prescott Adult Evening Classes, a part of the Syracuse School District, had a ready test-audience of recent immigrants learning English.

The Literacy Journalism students wrote articles about the world, national, state and local happenings. Then one of the students typed the edited stories on a

News For You

Week of February 22, 1959. Syracuse, New York.

First Issue Week of February 22, 1959

PLANE CRASH IN NEW YORK

A short time ago, an American Airlines plane flying from Chicago to New York crashed at the La Guardia Airport.

Bobby Sullivan, an eight-year-old boy, is going to remember that crash forever. For Bobby and his family were on that plane. Bobby was rescued. But his father, his mother, and his two sisters died in the crash.

The day of the crash was foggy. It was raining. The plane did not land on the runway. It crashed into the East River about half a mile away. There were 73 persons on the plane. But only Bobby and seven others were fished out of the icy river alive

The cause of the accident is not known. Experts are trying hard to learn why the accident happened.

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A MEDICAL SCHOOL FOR ASIA

Have you ever gone to school on a ship? Maybe you have not, but next year many students in Southeast Asia are going to.

As a sign of friendship, the United States Navy is sending a hospital ship on a visit to Asia. It is called the "Consolation". The ship has everything in it that a good hospital needs. It is going to be used as a school for doctors and nurses in Asia. The doctors and nurses of Asia want to learn more about medicine.

This big floating hospital has enough beds for 800 people. It can also carry a staff of 200 doctors and 200 nurses.

The "Consolation" will begin its trip to Asia in six months. It is going to visit any port city where it is invited to come.

The whole trip is going to cost three and a half million dollars ($3,500,000). All the cost will be paid by private citizens here in America. So the school on a ship is free to our friends in Asia.

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PRINCE PHILIP VISITS INDIA

The Indians like Prince Philip. He is the husband of Queen Elizabeth and nephew of the last viceroy of India.

Prince Philip visited India last month. The Prime Minister, Mr. Nehru, met him at the Delhi Airport. Philip visited many big cities and famous places in India. He got an honorary degree from the University at Delhi.

His wife is going to visit India in 1960. The Indians are sure to give the Queen a big reception, too.

WHY THERE ARE FEWER EVENING CLASSES

Classes for people learning to speak English at Prescott School are now held only two times a week. These classes were held four times a week before.

The Adult Education Department of the Syracuse Board of Education explains that lack of money is the reason for this cut.

Last year Syracuse received one hundred thousand dollars ($100,000) from the New York State Department of Education for the work of our Adult Education Department. This year Syracuse is receiving only sixty-three thousand dollars ($63,000).

Most of this money is used to pay teachers and to buy materials for evening classes for adults. These classes are held in several of our public schools. They include such subjects as typing, sewing, woodworking, radio, public speaking and English.

Our Board of Education feels that the cities in New York State are not getting enough money from the State Department of Education. Our Board says that the towns and smaller communities in outlying districts get up to 75 per cent of their total school expenses from the State Education Department.

Mr. William R. Dixon of the Board of Education says that Syracuse's share from the State for education should be nine million dollars ($9,000,000).

Instead, we get only four million dollars ($4,000,000).

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SAINT LAWRENCE SEAWAY TO OPEN SOON

A great change in the geography of our country is happening this spring. The Saint Lawrence Seaway is opening in April. It connects the Atlantic Ocean with the Great Lakes. When it is open, large ocean-going ships can then dock at lake ports for the first time.

Chicago expects to get most of the ocean trade. Chicago became the world's largest railway center because of its central location in the Midwest. Now, it also expects to become one of our most important seaports.

Chicago and other lake ports are making their harbors deeper for the bigger ships. This job began two years ago. The work is going to continue for another two or three years. However, small ships are already coming to Chicago. Last year, 400 ships from foreign countries came to Chicago.

Along with the Saint Lawrence Seaway is a big power project already opened last year.

NEW SEWAGE PLANTS FOR THE COUNTY

Onondaga County is spending ten million dollars ($10,000,000) for new sewage plants. This is needed because of New York State law. The law says that only clean water may be put into New York streams or rivers.

Sewage is the waste material of a city. This waste is carried away by water.

A sewage system is made of pipes underground. These pipes carry the water and waste materials. The pipes take the materials to the sewage plant. More pipes are being put in to do this.

A sewage plant kills the bad things in the waste material and its water.

The waste material is dried. This dried material is sold to farmers. Farmers use this dried material on their land. It makes the farm land produce better.

Waste water is made clean by the plant. Then the clean water may be put into a river. This is the best way to meet the sewage problem.

The new sewage plants are the biggest building job ever done by Onondaga County. These plants are half-completed now.

Edmund A. Dollard, chairman of the commission said, "The new sewage plants are going to be put into use this year."

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FIDEL CASTRO MAKES CUBA FREE

January 1, 1959 was a big day for Cuba. On that day Fidel Castro made Cuba free. Castro threw out Batista. Batista was a dictator, and during his rule many Cubans were killed.

Castro and many others didn't like the dictator. They fought against Batista. But Batista put Castro in jail in 1953. Castro was sent to live in New York City, Miami and Mexico. Batista didn't want Castro to live in Cuba.

But Castro returned to Cuba in December 1956. He led the rebellion for two years. Finally the rebels won.

Castro wants to stop corruption in government in Cuba. In Batista's government there was much corruption. Castro wants also to have freedom in politics and the press. In Batista's government there was no political freedom and no freedom of the press. The people could not say anything.

Castro said, "Our first fight is for political rights." When people have political rights they will also have freedom of press. But Castro doesn't want to have anything to do with Communism. His friend said, "Castro is going to show the world that he is not pro-Communist."

NEWS FOR YOU is written for the English language students of the Syracuse Adult Education Programs by a class in 'Writing for New Literates, Syracuse University Journalism School.

GEORGE WASHINGTON--An Editorial

The first president of the United States was born more than two hundred years ago. His name was George Washington. He was born in Virginia on February 22, 1732.

Mr. Washington did not attend school regularly. He taught himself mathematics. He got his education not from books, but from practical men.

When he was twenty years old, Mr. Washington because a manager of large plantations. These plantations belonged to his brother, Lawrence. When Lawrence died, Mr. Washington took charge of these plantations.

In 1752, Mr. Washington became a military officer. He was in charge of a military district in Virginia. As an officer, he was very brave.

Mr. Washington worked hard. He used his time and money well. He did not like slavery. He employed a doctor for the sick. He raised enough food for all his people.

He loved peace. He believed that people should govern themselves. People should have the right to understand what is going on.

In 1789, Mr. Washington was elected President. He was the first president of the United States. He wanted the people to have political freedom. He wanted to see his country independent of other countries. He wanted his people to govern themselves.

America owes much to George Washington for those things which make her great today.

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WHO IS TELLING THE TRUTH?

"It's a lie." That is what Russia is saying.

Why? An American plane went near Russia last September. Seventeen men were on the plane. It had no guns.

It crashed in Russia. The Russians gave us six of the bodies. We do not know where the other eleven men are.

We say that Russian planes saw the American plane. We say that the Russian planes used their guns.

"It's a lie," Russia says.

The Russians say they did not see the plane. They say they did not use guns. They say the plane crashed.

That happened five months ago. The Americans speak again. Now the Americans have something. They have a tape recording.

It is a tape recording of a talk. Several men talk on the tape recording. They are the men in the Russian planes.

These Russians talk about shooting the American plane. Therefore we say that we know they did it.

"It's a lie," the Russians say.

But we have the tape recording.

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paper Multilith master, and about 200 copies were run off. Someone in the class dubbed the paper News for You. The papers were distributed to the Wednesday night students at Prescott, whose teachers encouraged them to try reading the news stories aloud. Members of the writing class, seated in the back of the room, made note of what was easy or hard, interesting or merely tolerated. Armed with that information, the writing class prepared for another--and better issue--the following week.

The director of Syracuse Adult Education, Helen Hewitt, and Prescott School Principal Jeanette Macero are to be credited and thanked for their generosity in opening the classes to News for You. Their students mostly liked reading the current news stories in easy English, and Bob's class in writing for new literates learned a lot about simple communication. They were glad to be writing "real" stories that were being used for the benefit of others.

Bob Laubach was not only the Syracuse University instructor, but also the unofficial publisher, since he paid the bills (in those days, about $4 an issue!). In the spring of 1959 the class prepared 13 issues, front and back of an 8 1/2 by 14-inch sheet of paper with a bold masthead, News for You.

In the following year, the class project continued with a more elaborate format. The writers experimented with a magazine look and less frequent publication. The class wrote and produced six issues that year. Then, guided by preferences of the student readers, the writers decided that their readers liked the newspaper format better.

News for You was not the first publication idea to come out of the Literacy Journalism program. Bob Laubach, when he was a student, had produced a prototype of a magazine he called Read. It was designed for adult new readers in African villages. He and Literacy Journalism student Betty Mooney had also prepared the prototype of a magazine for new readers in India, Dawn. In later years, as the instructor of special students from Cambodia and from Mali, Bob and those students prepared issues of newspapers for adult new readers in the languages of those countries.

Ton-Shun (Tom) Chang, from China; he became a journalist and public school teacher in New York state.

Earl O. Roe, missionary to Nigeria; magazine and book editor.

Graham Leonard, taught and worked among the Palestinians on the West Bank.

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George Wanyee, from Kenya, educator and businessman.

A Muganda Goes to America

Richard Katongole, from Uganda, (cover pose for prototype magazine for new readers); earned SU Ph. D. in Communications; served his nation and the world in the United Nations.

John Stauffer, SU Ph. D. in Communications; professor of communications at Babson College.

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George and Charlotte Gillespie, missionaries to India.

Samuel Habib, from Egypt; became spokesman for all Christian churches to the government of Egypt.

Shutter Spe
2 Diaphragm
3 Emulsion

Many early Literacy Journalism students studied photography with **Prof. Wesley Brewster.**

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In 1959, as *News for You* was being tested, Bob's students wrote several booklets in easy English: *Good Manners in the U.S.*, *Trouble and the Police*, *Why You Need Insurance*, and *What to Do and See in Syracuse*. These were among the first books to be printed, at Bob's own expense, under the imprint of the fledgling New Readers Press.

Also contributing to publishing concepts was Caroline Blakely's term project in Dr. Robert Root's course in Magazine Writing in the fall of 1959. This consisted of the prototype and prospectus of a magazine for adult new readers in public schools in the U.S. Although *Learn and Live* was conceived as a magazine, ideas for its production and distribution helped to shape the plans for making *News for You* a commercial publication with national distribution.

The character of New Readers Press emerged during seven years of trial and error and slow, steady growth. Publishing efforts sustained the weekly *News for You*, and led to the titles mentioned, along with many others. New Readers Press is dedicated to providing teaching materials and easy-to-read information and instruction to new readers in English, and to the support of a wide variety of teaching situations, including thousands of Laubach volunteer tutors. New Readers Press is now the publishing division of Laubach Literacy International.

មហារាស្ត្រ
The People

The School of Journalism, Syracuse University, October 1960

Prince Sihanouk At The United Nations

សម្តេចព្រះឧបយុវរាជនៅ អង្គការសហប្រជាជាតិ

Prince Norodom Sihanouk led our Cambodian delegation to the United Nations last month.

Prince Sihanouk spoke to the General Assembly of the United Nations. His speech, in New York City, U.S.A., was broadcast to many parts of the world.

"We must all help the United Nations to solve its problems."

Those were the words of Prince Sihanouk to the United Nations. He said that Cambodia and our neighbor Laos should remain neutral countries.

He said, "the big countries should not try to compete in our country."

Prince Sihanouk received great applause from the General Assembly. Many people said, "it is the best speech made by anyone from a small nation."

PRINCE SIHANOUK AND PRESIDENT EISENHOWER MEET

In New York City Prince Sihanouk met with the president of the United States. All the members of the Cambodian delegation

(continued on page 2)

[illegible]

Nhom Nheong with Cambodian newspaper he produced in Literacy Journalism in 1960.

Chapter 4

Some Students in the 60's

By 1959 Bob Laubach was teaching not only the original course, called "Writing for New Literates," but also another, called "Adult Literacy Techniques." The content of the latter was concerned with literacy education. In addition to teaching these two classes, he was often called on to teach special classes, mostly of adult educators, sent by their Third-World governments to learn easy writing techniques in six to twelve weeks.

Some Special Students:

Nhom Nhoeng was an officer in Fundamental Education in Cambodia. In 1960 he and Bob, as part of the training in easy writing, wrote and produced The People, a magazine in English and Cambodian.

Five adult educators came from Mali for six weeks. They wrote and produced a four-page newspaper in French and Bambara, the main languages of their country.

Gloria Owens came from Jamaica, where her husband was president of Kingston University. She worked for the Jamaican Agricultural Department, which conducted literacy in Jamaica. While at Syracuse she wrote an easy-to-read (and very useful) book, Rats, and How to Get Rid of Them. Her work was critiqued by the class and later published by her government.

Sukarno came from Indonesia (he had the same name as the nation's president!). As his project, he rewrote a book, printed in his native tongue, to make concepts understandable to newly literate adults.

Felix Konu and **Samuel Otoo** came from Ghana. Konu was already an editor and publisher in the Ghana Literature Bureau. Otoo was a tribal chief, who

Nan Lin, Taiwan, writing for News for You.

Tom Hanson, Ghana

Felix Konu and Sam Otoo, from Ghana, see how the photo offset camera works.

wanted his people to read and have suitable material to read.

U Tha Nyunt was an editor from Rangoon, Burma. Although he was a personal friend of U Thant, then the United Nations secretary general, and was himself a man of peace, he had been imprisoned three times for political reasons. While he was in Syracuse, his country called home all students in the United States.

Instructor Bob Laubach could not proofread or know exactiy what his international students had written. Their enthusiasm assured him that they were attempting, to the best of their ability, to adapt principles of easy writing into their own languages.

Some of the addresses, and even the names, of these special students are not available in our listing of more than 200 alumni.

Some Other Students in the Early '60s:

Many of the international students continued their studies until they got graduate degrees:

Nan Lin, whom we called Larry, was from Taiwan. In the early days of News for You he set copy on the Justowriter. He took both of the literacy courses, and after getting his M.A. in Journalism at Syracuse he went to Michigan State for his Ph.D. in Sociology. He currently is head of the Department of Sociology at Duke University.

Nir Mardan Basnyat, an adult educator from Nepal, included literacy studies in his doctorate program at Syracuse University.

Sunithi Bajakel and her husband both studied for higher degrees in order to return to Indonesia to careers in education.

Amini John came from the southern state of Kerala in India. She left her husband and year-old baby to study for her M.A. degree at Syracuse. Although young childhood studies was her M.A. degree program, she took the Literacy Journalism classes.

Evengeline Varnah came from Liberia. After she left Syracuse, she worked in the Liberian Embassy in Washington, D.C.

Sam Iftikhar, from Pakistan, had worked in his country with Dr. Frank Laubach in literacy. He studied Literacy Journalism en route to his doctorate in education. He then worked at the Library of Congress in the nation's capital for many years.

Harry Hivale, the son of a Protestant minister in India, got his M.A. degree in library science. He has been working in Canada as a librarian.

Josefa Runes was from the Philippines. Following her studies at Syracuse she was a missionary to New Guinea, and for many years has held a top position in the Methodist Church in the Philippines.

Vonne Wu was of Chinese heritage. Her current situation is unknown.

Marjorie Buck, as a Literacy Journalism graduate, worked for many years with the Wycliffe Bible Translators among the Indians in Mexico.

Marge Shelley, an American missionary, returned to the Ivory Coast in Africa as an editor and publisher of Christian literature.

Virginia Lawson came to the Literacy Journalism program after she read a short letter by Bob Laubach in Time magazine (Jan. 11, 1963) about the kind of writing he was teaching at Syracuse University. She earned her M.A. in Journalism and a Ph.D. in Anthropology. She was for 13 years editorial chief of Literacy Volunteers of America. She now has her own consulting firm, "Simply Put."

Summer Classes at Chautauqua

Bob Laubach, from 1955 to 1963, taught a six-week intensive course at Chautauqua Institution in the western part of New York State. In those years Syracuse University operated a summer school at this resort dedicated to culture, education and religion. Although Bob's students didn't get a degree unless they continued their studies on campus, they did get three or six hours of academic credit. From 200 to 250 persons attended those courses, a number being teachers on holiday

Marjorie Shelley, teaching in the Ivory Coast (Cote d'Ivoire).

Clockwise, from left:
Marjorie Buck, Mexico;
Nir Marden Basnyat, Nepal;
U Tha Nyunt, Burma;
Luckson Ejofodomi, Nigeria;
The Bajekals, Indonesia

or missionaries on furlough. At the risk of omitting persons with prominent careers, a few are:

Edwin Carlson, who became a Presbyterian missionary to Pakistan, where he developed a nationwide literacy and literature program, Adult Basic Education and its publishing arm, Nirali Kitabin Press.

Tunnie and **Eloise Martin**, who became a Methodist missionary couple in India for many years, working in literacy and agriculture.

JoAnne Meadows, from New Mexico. While at Chautauqua in the summer of 1960, as a graduate assistant, she typed for camera-ready offset printing the entire manuscript of the book Toward World Literacy, by Frank and Bob Laubach, published that year by Syracuse University Press.

Bob and **Peggy Harvie**, who became missionaries to India for many years.

Willie Mae Watson, who was a teacher in the Prince Edward, Virginia, School District when blacks were the only students, as whites refused to go to the public schools. As her course project Willie Mae started a series of short biographies about black heroes. This was published in three parts by New Readers Press under the title We Honor Them.

Genevieve Jones, from Missouri, had heard Frank Laubach. After her Chautauqua courses she became office manager for the small but growing office of Laubach Literacy in Syracuse in the mid-1960s.

Fred Morris, from Australia, had already served as a missionary in Japan when he came to Chautauqua. He then served as a publisher of a Christian magazine in Jamaica for some years, before returning to work with Laubach Literacy International as a student assistant, and then becoming director of New Readers Press until his retirement in the early 1980s.

The Chautauqua summer school was a valid extension of the Literacy Journalism program taught on the Syracuse University campus. Some of the Chautauqua summer students are counted among the approximately 200 "graduates"

Genevieve Jones

Willie Mae Watson

Fred Morris, from Australia, with News for You circulation chief **Dorothy Ayers**, ca. 1968
Jones, Watson and Morris were introduced to Literacy Journalism at Chautauqua.

of the Literacy Journalism program. Dr. Frank Laubach was invited by Chautauqua almost every summer to speak in the huge auditorium there, and while in that beautiful lake resort for several days he would be a guest lecturer in the classes. Colleagues of Frank Laubach's at the time would also occasionally enrich the classes by sharing their experiences: Richard Cortright, Franklin and Olive Hoff, Pauline Hord, Robert Likins, Ren Lowe, Elizabeth Mooney, Irving Pearson, Nell Peerson, and others.

In three weeks for literacy, and three weeks for writing for new literates, three hours a day plus homework, the summer students received a concentrated dose of literacy journalism.

Literacy Journalism students bring an international flavor to social events.

Chapter 5

Teaching Techniques

Bob Laubach was an innovative teacher. However, certain techniques for transmitting knowledge and initiating student creativity were usually a routine part of his teaching. He gave students specific assignments for using word lists and readability formulas. Sometimes the students learned as much about the disadvantages of depending on formulas and exact rules for their writing as they did about the value of such techniques.

Using Word Lists

One assignment usually given early in the literacy writing course was the writing of a Bible story on three levels of a word list. The word list used was the one which the Laubach reading series, New Streamlined English, was based on. Its three levels were organized according to:

1. The 500 most used words in the English Language,
2. The 1,000 most used words, and
3. The 1,750 most used and necessary words.

Each writer was allowed to use five words not on the list for the level sought, but each new word had to be repeated five times. That was in order that the new words would become familiar to the reader.

Michaeline Del Gatto was one of the writing students in the fall of 1966. Although there were some missionaries or others concerned particularly with religious writing, she was not one of them. Her working experience had been in teaching English as a second language.

Bob Laubach and
Elizabeth Showalter, '60s

News for You

Michaeline del Gatto (Kenyon), ca. 1969

Bob Laubach teaching the Literacy Journalism class of 1954.

For her Bible story, Michaeline chose the story of Abraham and his young son, Isaac. To prove his love to God, Abraham took Isaac to offer him as a sacrifice. Then Abraham found that God did not really want him to sacrifice Isaac.

According to the story in Genesis, Chapter 22, God sent a ram for Abraham to sacrifice instead of his son. The word "ram" is not on any of the three levels of the word list, and Michaeline thought other words were more important to the vocabulary of the reader than "ram." So she substituted for "ram" words on the list at each level. On the highest level "goat" took the place of "ram," on the second level "pup" was used instead of "ram," and on the first level she substituted "bird," the first word learned in the Laubach literacy textbooks, The New Streamlined English Series!

Some of the students in the class thought this was an innovative use of the word lists. Others thought it was irreverent. Dr. Bob said that since the Bible is a sacred book to the Christians, believed literally by many people, that this kind of poetic license would probably not be acceptable to many new readers. He used this point to emphasize that no word list could do the thinking for a writer. The purpose for the writing must always be paramount. This example also helped to show students that writing for new readers is not just a matter of writing easy words for people who don't know much anyway--it's not an easy task, that anyone can do.

Students usually provided the toughest criticism of the writing by their fellow students. An overhead projector was used to show each student's work in a way that all students could critique together. This gave the writer a chance to defend his choice of words or ideas in open discussion. It was not a matter of the professor knowing all the answers and lecturing about them. The students learned by doing, and often by trial and error.

Practice in using word lists proved to be useful when students were writing stories correlated to lessons in the New Streamlined English textbooks. The purpose here was to give the new reader practice in reading and understanding words that were in the textbook lesson. Each word in the lesson had been carefully selected for its usefulness and phonetic spelling. Care had been taken not to include too many

Mary Ramos

Like many Mexican-American migrants, Mary Ramos worked in the fields. She and her family picked cotton, beans, and tomatoes. Many days Mary could not go to school. She spoke Spanish at home and in the fields. She spoke English only in school.

But Mary finished the second year of high school last month in Claremont, California. She was 19 in July.

How did she do this?

Mary works and goes to school too. She goes to San Antonio High School, a continuation school. Other students who have to work part time go there.

Two years ago Mary's father brought the family to California. They lived in Texas. There are eight children in the family.

They had three cars on the trip. Mary's father, uncle, and one of her brothers each had one. They brought everything they owned in one trip.

Another brother had written them: "Come to Claremont. I have a job for you." So the whole Ramos family came. Now Mr. Ramos and one brother are gardeners for a boys' school there.

Mary goes to school from 9:00 to 12:00. She studies history, U. S. Government, and office practice. She has a B average.

The Neighborhood Youth Corps gave her a job for two years. She works at the Family Service Office in Claremont.

Mary has no car, and there is no bus service in the area. So each day she walks several blocks from home to school to the office.

For a while Mary went to the office every morning at 7:30. She mopped, cleaned, dusted and polished. When the phone rang, her gentle voice answered, "Good morning, Family Service."

Now she works each afternoon from 1:00 to 6:00. She runs errands and types in the office. She has learned what to do in an office.

"I speak English better now," she says shyly. She has learned to meet strangers and to talk to them easily.

Every night Mary helps cook for the family. She cooks tortillas (say tore-tee-yas), a Mexican food. After supper she goes to her room to study.

She shares the room with three younger sisters. They are quiet so she can study. She usually studies until 11:00.

With school and work, too, Mary doesn't have much extra time. Sometimes on Sundays, she goes to the park or to a movie with friends, though.

Sometimes Mary babysits on Fridays and Saturdays. She keeps some money for herself and puts some in a savings account. She gives the rest to her parents.

Mary doesn't know what kind of work she will be doing this summer and next year. She doesn't know what kind of job she will have later. But she does know she wants to finish high school.

She plans to go to school next fall. Her dark brown eyes are happy when she talks about her plans. She says with a bright smile, "I want to work and finish high school. Then I will receive my high school diploma."

—by Margaret Teppen

Photo by [illegible]

MAY I HELP YOU? — Mary Ramos answers the phone and greets visitors at the Family Service Center in Claremont, California, on her after-school job.

INSIDE TV

The waving hands and bright smiles below belong to a group of 150 young Americans. They make music. They call themselves "Up with People."

You'll get a chance to see and hear them Friday, August 23. Watch them on NBC-TV from 10 to 11 p.m. You'll see the teenagers in different settings around New York City.

The young people are easy to like, and the music is bright. Young and old alike should enjoy this special.

Look in your newspaper for local time and channel of all programs listed.

The Weekly Quiz

I. The following phrases are in the paper this week. Discuss in your class what you think the phrase means.
1. they stole across the lake
2. the case is closed
3. it will split the church
4. Catholics will have a struggle in their hearts
5. most "old wives tales" are only half true
6. her brown eyes are happy
7. Nixon has "sold out to the south"

II. Talk about these questions in class. Many of them have no "right or wrong" answers. They are a matter of opinion.
1. Is birth control needed in the United States? Why, or why not?
2. Do you agree with scientists who say we must have birth control or millions will starve? What is needed along with birth control to prevent mass starvation?
3. Ghetto food stores often charge higher prices than other stores. Why? What can ghetto residents do about it? Are co-op stores for low-income people a good idea?
4. Melanie Hope visited an American Negro family. She knew people in South Africa wouldn't approve of this. Did she do the right thing?
5. Was Nixon's choice of Spiro T. Agnew a good Vice-Presidential choice?
6. Is Jackie Robinson right in thinking Nixon has "sold out to the south?"
7. Should religious people disagree with their church leaders? If so, when should they disagree?

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B Edition News for You August 21 1968

Nixon and Agnew head Republican ticket

RAGS AND RICHES — A mule-drawn wagon from the Poor People's Campaign went to Miami Beach for the Republican National Convention. In the background is the huge Fontainebleau Hotel, headquarters for the Convention.

Republicans chose Richard M. Nixon as their candidate for President. He won on the first ballot at the Republican National Convention. The next day he chose Maryland Governor Spiro T. Agnew for Vice-President.

This came as a surprise to convention delegates. Agnew was not well known. Many expected a better known person to be selected. They thought Charles Percy, Mark Hatfield, or John Lindsay would make good running mates.

Some delegates openly opposed Agnew. They nominated George Romney as Vice-President. They did it without Romney's consent. He didn't receive many votes. And the convention went on to accept Nixon's choice of Agnew.

Some Republicans said it looks like Nixon plans to win the South. The Agnew choice means Nixon won't win in any big Northern states, said one party leader. He was from a major state.

Nixon's people admitted Agnew was picked, in part, because he was acceptable to the South. But they said Agnew was a progressive. He has had experience in big city politics. They thought he would be acceptable to Northerners.

Nixon's people consider Agnew as neither a liberal nor a conservative. Agnew has spoken out against civil rights demonstrations. He was against using Federal land for "Resurrection City." But Agnew has supported other civil rights programs. He pushed through an open housing program in Maryland.

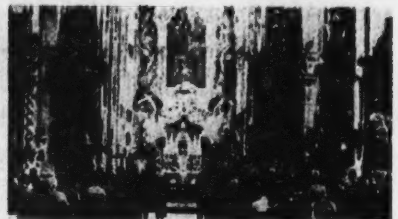
Nixon believes a man in the middle, such as Agnew, will help keep the party united. He believes the Republicans can't win unless the party is united.

SPIRO T. AGNEW

RICHARD M. NIXON

News Briefs

- Former President Dwight Eisenhower continued to make good progress after his August 6 heart attack. It was his third attack this year. He is in Walter Reed Army Hospital in Washington.
- President and Mrs. Johnson both had physical examinations in Austin, Texas, two weeks ago. Doctors said everything was "normal." Doctors also reported the President has had diverticulosis since 1966. This is a common condition of the lower intestine. About one in three people over 50 has it. It causes no pain unless the intestine becomes irritated.
- Nine miners died in an explosion in a coal mine in Greenville, Kentucky. The cause of the explosion was not known yet.
- Canada's three-week mail strike ended August 8.



Czechoslovakians pray for their country

As Czechoslovakian and Russian leaders met, the Czech people prayed. This congregation met at the Church of St. Jakuba in Czechoslovakia's capital, Prague. The church was built in 1232. The Soviet-Czech meetings ended in unity among the Communist nations, but also in many promised reforms for the Czechs.

Peaceful visit brings storm

Melanie Hope, 19, was an exchange student from South Africa. While in the United States she stayed a week with a Negro family. She's shown with her hosts, Mr. and Mrs. [illegible]. When she returned to South Africa she walked into a political storm. South Africans were shocked at pictures such as this one. They practice segregation of races.

Democrats add supporter, candidate

This has been called the year of political surprises. Recently two more surprises were in the news. One came from baseball hero Jackie Robinson. The other was from Senator George S. McGovern of South Dakota.

Robinson has been a leading Negro Republican. He was New York Governor Rockefeller's community relations director. But now he has resigned from that post. He wants to campaign for the Democrats against Richard Nixon. He believes Nixon has "sold out to the southern whites."

Senator McGovern declared himself a Democratic candidate for the Presidency. He is backed by many who worked in Robert F. Kennedy's campaign. McGovern is against the Vietnam war. He wants the Democrats to take a strong anti-war position.

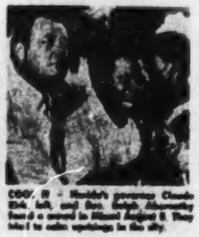
Snipers, arsonists start city troubles

Trouble in several cities made news recently.

In Miami, Florida, snipers and arsonists ruled the streets only six miles from the Republican Convention. The trouble started when a TV cameraman tried to film a black power meeting in a city park. Two men died and at least eight were hurt. National Guardsmen finally calmed the city.

In Chicago, the trouble was with arsonists. Police said teenage gangs organized a series of fires. The worst one destroyed a $300,000 warehouse. Chicago Heights police chief Robert Stone said the trouble "was not racial. "Someone has a grudge against some members of the police department." Stone said he and other policemen had been threatened earlier in the week.

Three died in Watts, part of Los Angeles, on August 11. It was the third anniversary of the Watts riot. Trouble started after a parade through the district.



COOL IT — Florida's governor Claude Kirk, left, and Rev. Ralph Abernathy faced a crowd in Miami August 8. They tried to calm uprisings in the city.

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new words likely to be outside the new readers' vocabulary. In the correlated story, these new words had to be repeated at least three times, and very few words were allowed that had not already been introduced in previous lessons. So the word list became accumulative; it grew longer with each lesson. In addition, writers had to keep in mind that the readers do not want just to repeat words. These adult readers want to read something of interest to them.

Using Readability Formulas

A few of the writing students had ideas innovative enough to include in the revision of the textbook series. Dr. Bob often gave writing assignments that might actually be published. Students usually got an assignment to write for the weekly newspaper, News for You. They could choose from ideas planned for the paper, along with tentative lengths and the reading level. In this assignment, students got practice in using a readability formula. The one found most useful for News for You was Robert Gunning's Fog Index. In the Fog Index 100-word excerpts are taken from a piece of writing. In these excerpts the average number of words in a sentence is calculated, and the number of syllables (average word length). These two factors in the Gunning formula determine a passage's reading level.

Students were told to write what they wanted to say first, and then measure its reading level by applying the readability formula. If the writing was too difficult, then the writer could shorten words or sentences, or both, as they are the measurable factors in the formula. In this way, students could match their writing to the reading level desired.

Some of these "real" assignments were printed in News for You, giving satisfaction both to the reader and the student writer. Students also had longer writing assignments as term projects. New Readers Press published several student projects in the Be Informed series, a number of 40-page, five-part lesson units with information on subjects of particular interest to adults. Ellie Hubbard, about 1969, wrote "Be Informed on Measurements;" Cynthia Chideya, about 1971, "Be Informed on Finding a Job;" and Maxine Phillips, "Be Informed on Mental Retardation."

The Students Learn about Frank Laubach's "New English"

For a number of years Dr. Bob took his students in "Literacy Techniques" into local agencies where they might work with adult new readers. One class in the late '60s went to tutor at the Adult Basic Center (ABC), a part of the Syracuse School District.

Dr. Frank Laubach came to his son's university class and told about his newest ideas for teaching adults to read. He called it English the New Way. It was truly new in that it taught students to read phonetic English, which spelled words the way they sound rather than the way a dictionary spells them. Dr. Frank said the students he had taught in this way learned much faster than by the traditional spelling. He wanted the university students to use this method in their tutoring at ABC.

Dr. Bob's students were glad to listen to his famous father. However, they were skeptical of trying out English the New Way on the students at ABC. "What will these students read if they don't learn to read the regular spelling of English?" they asked.

"We'll make a system of bridging over from the new spelling to the old spelling," said the world authority on literacy. "If the idea catches on, it will make reading so much easier for generations to come. And eventually we won't need the bridge. Our books and other printed matter will be changed over to phonetic English."

The students did not want to be a part of this innovative experiment, especially since the "bridge" materials had not yet been written. The students did tutor, however, with Streamlined English, developed by Frank and Bob Laubach and Elizabeth Mooney Kirk.

(On Bob's conscience to the present was the haunting feeling that he did not sufficiently support his father's efforts on revised spelling. Today Bob helps the American Literacy Council reform English spelling.)

Students Working with Local Agencies

Some students worked with local and state agencies in need of their expertise. One graduate assistant, Terry Madison, an editor on News for You, worked with the State Employment Service in Syracuse, writing a weekly column, "You and Your Job." Another student assistant, Kay Koschnick, wrote a health column with help from the Onondaga County Health Department.

The Literacy Journalism program worked with the New York Cooperative Extension Program. It and other extension programs of the U.S. Agricultural Department were trying to reach undereducated adults with information about health and homemaking. Extension workers came from all over New York State to Cornell University for workshops in "Writing for New Readers." One of Dr. Bob's graduates, Elizabeth Showalter, conducted the first writers' workshop at Cornell.

Out of this workshop came a number of easy-to-read "single concept" leaflets for use in the extension programs. Later, the extension workers put an emphasis on nutrition, and ideas from the Syracuse University Literacy Journalism program took the form of newsletters on an easy reading level.

Two Workshop Aids

Nutrition had been the subject of one of Dr. Bob's teaching techniques for several years. It took the form of a large two-part poster with "Easy to Read" and "Hard to Read" as headings. The content of both was nutrition. Dr. Bob would ask students to read both sides of the poster and determine the factors that contributed to the difficulty as well as the ease of reading. They usually came up with most of the right answers:

Factors Making for Difficulty in Writing

Long sentences as opposed to short sentences.
Hard (unfamiliar) words as opposed to short, easy ones.
Abstract ideas as opposed to concrete ideas.
Impersonal point of view as opposed to personal viewpoint.

Easy to Read
You need vitamins. Everyone
does - young and old. You need
vitamins to build a healthy
body and to keep
strong. When you
vegetables from you
you get
natura
rich i
grow
hold
Hard to Read
Neither growth nor health can be
sustained unless the daily foods
provide certain essentials which are
called vitamins. Research has
shown tha tamins ha
importanc y of th
body.
Shashi
George
Allen
Marjorie B.
Nir
Mr. Laubach
Ammini
Gordon
Marjorie S.
Harry
NEWS FOR YOU

The Literacy Journalism Class of 1960

Passive voice as opposed to active voice.

Complex sentences with clauses as opposed to simple "subject-predicate-object" sentences.

Dr. Bob and his students found that the "Easy to Read--Hard to Read" poster was a good demonstration to use in a writers' workshop or a talk on writing for new readers. Another example of easy-to-read/hard-to-read instruction was a booklet prepared by Frederick T. Yates while studying with Dr. Bob in the early '60s. Yates was an officer of the U.S. International Cooperation Administration, with experience in Korea. His booklet was Six Ways to Say "Pedestrian Be Careful!" These "ways" included the essay, the simplified essay, rules in outline form, the conversation skit, questions and answers, and rhymes.

Bob Laubach (right) at informal class setting, 1952.

The new "**Dr. Bob,**" with his wife **Frances Ilene Brown**, of North Carolina, at the Syracuse University Commencement, May 1963.

Two days later, Dr. Bob was off on a two-month literacy trip of five countries of Africa; he was joined there shortly by Fran.

Shirley Funnell, the first Graduate Assistant, with Dr. Bob and Dean Clark. Since graduation, Shirley has served in literacy work in The Philippines with Wycliffe Bible Translators.

Chapter 6

Dr. Bob as Teacher and Publisher

In 1963 the Literacy Journalism director at Syracuse University became Doctor Robert Laubach, who finally convinced his dissertation committee that the easy words and sentences were really scholarly. After all, the subject of his thesis was A Study of Communications to Adults with Limited Reading Abilities Through Simply Written Materials. This study was the final stage of Bob Laubach's seven-year quest for the Ph.D. Dr. Alexander Charters, director of Adult Education at Syracuse University and one of Dr. Bob's professors, became greatly interested in problems of literacy, and later became a trustee of Laubach Literacy International.

"Dr. Bob," as he was now called, to distinguish him from his father, "Dr. Frank," had finally become an employee of Laubach Literacy International. It had become necessary because of his growing family, and because he was always only teaching part-time at Syracuse University, though he directed the only literacy journalism program anywhere in the world.

Besides his teaching schedule, Bob (now "Dr. Bob") Laubach had the business of helping to run the literacy organization. One of the caps he wore was publisher. He first got this because it was his and his wife's savings that paid the production and other overhead costs of publishing the newspaper News for You (the original weekly budget of $4 soon grew many times over).

When the decision was made to go into publishing on a larger scale, Bob appealed to the trustees of Laubach Literacy for financial help. They agreed to pay a salary to Caroline Blakely, the editor and only paid employee. However, other expenses continued to be met by Bob Laubach for three more years.

Around 1963 Laubach Literacy reimbursed Bob Laubach for his original investment and assumed running New Readers Press; in 1967 it became officially the publishing division of Laubach Literacy International.

It is difficult to evaluate whether the Literacy Journalism program at Syracuse University did more for New Readers Press, or the other way around. For several years, the students in the university program did much of the writing in News for You. As the paper grew, it provided jobs for several students.

The university established first one, and then two, three, and finally six assistantships, whereby students received tuition from the university and Laubach Literacy reimbursed the university for the $200 monthly student living stipend. The graduate assistants worked at New Readers Press, in the Laubach Literacy Library, or in the administrative offices of Laubach Literacy International. Most students found this work/study experience quite valuable, and several stayed on to work at New Readers Press and Laubach Literacy International.

The list of these student assistants with their accomplishments will indicate the value of this program to themselves, to New Readers Press, to Laubach Literacy International and to the greater cause of world literacy.

An Overview of the Laubach Literacy Graduate Assistants

Shirley Funnel, '62-'63, M.A., the first M.A. graduate assistant, working on News for You. She became chief of publishing for Wycliffe Bible Translators in the Philippines.

Pat Lyons, '63-'64, M.A., the second graduate assistant. Before and after Syracuse, she was an advertising writer in New York City and Washington, D.C. Contact with her has been lost.

James Imler, '63-'64, a News for You assistant. He is a member of the Episcopal clergy, from Lancaster, PA.

Katherine Bartels Baer, '64-'65, M.A. in Journalism. She was first a News for You graduate assistant, then became assistant editor. She works as a consultant in Atlanta, GA, advising doctors in developing more simply written communications.

Thomas Fountain, '64-'65, M.A. in Journalism, a News for You assistant. He became a Christian publisher in Mexico, and later went to Honduras to develop materials for new readers and to teach others to write and publish for new readers.

Wenceslau Bahamonde, '64-'65, M.A. in Journalism. He was a News for You assistant, writing the weekly Spanish edition, Noticias para Vd., with the help of Tom Fountain. Already a divinity doctorate before Syracuse, he returned to Peru and became Methodist Bishop in Lima. He is deceased.

David Mason, '64, M.A. in Journalism, a Laubach Literacy International assistant. He became CEO of Laubach Literacy International. He was a Baptist minister from Texas. Later he went to New Orleans, LA, as Director of Federation of Churches.

Terry Madison, '65-'66, M.A. in Journalism, a News for You assistant. He is from Canada. He worked for World Vision, first in Hong Kong and then in the Philippines, and now lives in the State of Washington, where he edits three World Vision magazines..

George Giffin, '64-'65, M.A. in Journalism, a program assistant in Laubach Literacy.

Alfred Morris, '67-'68, assistant in New Readers Press. He became Director of New Readers Press, from '69 to '82. Under his guidance the Press expanded into a nationally known educational publisher and became not only solvent but profitable for Laubach Literacy International. He was from Australia and had been a missionary in Japan and Jamaica.

Bob Friedman, '67-'68, M.A. in Journalism, a Laubach Literacy assistant. He worked with the Laubach Literacy program in Colombia, later worked to reorganize Laubach Literacy programs in Mexico and Brazil. He now lives in Israel as Reuven Halevy.

Paul Froemming, '67-'69, M.A. in Journalism. He was an assistant on News for You and also with Laubach Literacy International.

Kay Koschnick Freeman, '68-'69, M.A. in Journalism, an assistant on News for You. She became book editor for New Readers Press from 1969 to 1990. She was editor of more than 300 New Readers Press publications. She had been a Peace Corps volunteer in Turkey, and an English and Latin teacher.

Robert Bryan, '68, M.A. in Journalism, an assistant on News For You. He became a missionary to Africa.

Douglas Weeks, '68-'69, M.A. in Journalism, an assistant on News for You. He worked for Overseas Crusade in the Philippines. He was a New Readers Press editor from 1976 to 1980; author of several New Readers Press publications.

Edward Pitts, mid-'60s, M.A. in Journalism, a Laubach Literacy International assistant. He became CEO of Laubach Literacy International, until 1982. Moved to California and started a magazine for professional fitness organizations.

(Right) **Katie Bartels (Baer)** doing a layout on News for You

(Below) **Sue Giffin** teaching Joe with Streamlined English

(Right) **Ed Pitts** and **Bob Caswell**

(Left) **Terry Madison** at the headline composer

(Left) **Bob Friedman** (Reuven Halevy), **Terry Madison, Fred Morris, Paul Froemming**

(Right) **George Giffin, David Mason, Mrs. Effa Laubach**

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John Stauffer, '67-'72, Ph.D. in Communications. He was an assistant with Laubach Literacy International, during which he conducted a demographic study of the Laubach network of volunteers in the United States, which was then called the National Affiliation for Literacy Advance (NALA). This study became his Ph.D. dissertation. He taught communications for many years at Babson College.

Larry Hayes, '68-'69, M.A. in Journalism, a assistant on News for You. He now owns an advertising firm in California.

Robert F. Caswell, mid'60s, graduate assistant in the Laubach Literacy International office; in charge of overseas programs. He had worked in special education before he went to Colombia and had become affiliated with the Laubach literacy program in Medillin. He has been president and CEO of Laubach Literacy International from 1982 to the present.

Eleanor Hubbard Ayer, '70-'73, M.A. in Journalism, an editorial assistant on books and on News for You. Later, she and her husband founded their own publishing business in Colorado.

Donna Blakely Pohl, '70-'71, M.A. in Reading Education, a Laubach Literacy International assistant in the programs division. She has been a Title I teacher in Long Lake, NY, since 1988. She and her husband own and run a dinner boat on Raquette Lake in the summer.

Cynthia Stadell, about '72, M.A. in Journalism, Laubach Literacy International assistant in the program department under Robert Caswell. After graduation, she was an employee in Public Relations and Information with Laubach Literacy International.

Michaeline Del Gatto, '72-73, M.A. in Journalism, an assistant on News for You.

Robert Andrews, '68, M.A. in Journalism, an assistant on News for You.

David Hostetler, '63, M.A.. in Journalism, an assistant for Laubach Literacy International. He was a missionary in Brazil for some years, then became an editor at the Mennonite Publishing House in Scottdale, PA, for 19 years.

Henry Ginn, '72-'73, M.A. in Journalism, an assistant on News for You.

Lois Gridley, '72-'73, M.A. in Journalism, an assistant on News for You.

Earl Roe, '72-'73, M.A. in Journalism, an assistant on News for You. He taught journalism at University of Nigeria, was caught in the Biafra War, and then became an editor for Gospel Light Publications in California.

Bert Tucker, '71-'72, M.A. in Journalism, an assistant on News for You. He later published a small town newspaper.

Peter Smith, '67-'68, M.A. in Journalism, an assistant in offices of Laubach Literacy International. He taught journalism on the college level, then moved to South Africa.

Georgia Cliquemoi Printup, '76-'77, assistant on News for You.

Denise Dill, '75, M.A. in Journalism, an assistant on News for You.

Nancy Raines Day, '73-'74, M.A. in Journalism, an assistant on News for You. Later, she wrote two health books for New Readers Press and freelanced in medical writing.

Gordon Magney, '73-'74, M.A. in Journalism, an assistant on News for You, He and his wife Grace have spent 22 years in Afghanistan and Pakistan doing literacy and relief work.

Judy Ellison Shenouda, '73-'74, M.A. in Journalism, an assistant on News for You. She wrote the first Instructor's Guide for News for You. Later, she taught communications on the college level.

Eugenia Johnston Fuller, M.A. in Journalism, administrative assistant in Laubach Literacy International. She is a Wycliffe Bible Translators missionary.

Lynn Gilbert Lempel, '76-'77, Ph.D. in Adult Education, an assistant on News for You. Later, living in Florida, she taught remedial reading and did some freelance writing and editing.

Gail Shaw Lichtman, '72-'73, assistant on News for You. Later she worked full-time in the New Readers Press book department. Later she and her husband and children emigrated to Israel.

Renee Delateski, '75-'76, M.A. in Journalism, an assistant on News for You. She and her husband were from South Africa; they went from Syracuse to Boston University.

Maxine Phillips

Bert Tucker

David Hostetler

Robert Andrews

Lois Gridley

Peter Smith

Kay Koschnick with Larry Hays

Douglas Weeks, Henry Ginn, Donna Blakely (Pohl), Eleanor Hubbard (Ayers)

Dianne Novakowski, about '75-'75, M.A., assistant in Laubach Literacy International offices, working with Robert Caswell.

Terry Johnson, '70-'71, M.A. in Special Education, an assistant editor on The Pointer.

Maryanne Adams Dittmar, '73-'74, M.A. in Special Education, an assistant editor on The Pointer.

Dennis Schroeder, '74, M.A., an assistant editor in the New Readers Press book department.

Carl Burrowes, '79-'80, M.A. in Journalism, an assistant in the Laubach Literacy International offices, from Liberia. He taught one summer course at Howard University, then at Calumet College.

Maxine Phillips '70, studied mental health and education.

Ann Wiley An assistant in the Laubach Literacy Library.

Beth Johnson, '75. An assistant on News for You.

Muriel Pearson Medina An assistant working with Priscilla Gipson, director of NALA, The National Affiliation for Literacy Advance.

Wendy Stein, about '77-'78, M.A. in Public Communica-tions, an assistant on News for You. She stayed on as a book editor at New Readers Press for eight years, writing or editing at least 30 books.

Marian Underwood Buda '79-'80, M.A. in Journalism. The last Literacy Journalism assistant, on News for You; stayed some years; now a freelance writer.

Nancy Gridley Miller '66-'67, M.A. in Journalism. She was editor of News for You for 18 years. She was not a student assistant, but supervised more of them than any other person.

Lynn Gilbert (Lempel)

Carl
Burrowes

Art Davis Family

Georgia C. Printup, Gordon Magney, Nancy Raines (Day), Judy Ellison (Shenouda)

Nancy Gridley Miller (front), **Kay Koschnick Freeman.**

Marion Underwood Buda

Wendy Stein

Chapter 7

The Contributions of New Readers Press

Because New Readers Press started and grew out of the efforts of Dr. Bob and his students in the Literacy Journalism training program at Syracuse University, it is necessary to tell of some of the developments and achievements of the press in order to show alumni achievements.

First, one must know the mind-set in 1960, when News for You started publishing to a national market. Even Dr. Frank Laubach considered the Third-World illiteracy problem so much more acute than the domestic problem that he was not willing to spend contributors' dollars on adult literacy in the U.S. News for You had to prove that it could pay its own way before the literacy organization would accept it. In some ways that was good. The inexperienced staff were able to learn by their mistakes before having the pressure of a parent organization trying to satisfy its constituents.

Lack of Publishing for New Readers

As for the state of publishing for undereducated adults nationwide, there was very little being done. At one Adult Education Association meeting in New York City in the early '60s, Noble and Noble was the only publisher there to discuss the needs of adult basic education in the U.S. Basic education classes in public school systems were almost non-existent. There were, however, classes of English for the foreign-born. That is where market penetration had to start. Within its first five years, News for You became the best-known publication for this audience.

Then came the "War on Poverty" of the Lyndon B. Johnson administration, with funding in every state for basic education. Because News for You was known before other publishers had a chance to gear up for the new funding, the paper's circulation doubled and tripled to about 130,000 weekly circulation. Its volunteer staff could handle distribution up to 40,000, but after that, part-time paid workers had to take over. (Mrs. Effa Laubach, Bob's mother, and his Aunt Grace Hosler would quite often come and help wrap papers for mailing!)

Around 1969, Kay Koschnick, a former graduate assistant, joined the staff as the book editor. Already there were a few published books, such as Our United States, whose editorial content came from a column in the newspaper over a two-year period. Several of the books in this early stage were adapted from the columns previously published in News for You.

Book Publishing at New Readers Press

The biggest book project for the fledgling press before 1970 was the publishing of three textbooks and teachers' manuals in the New Streamlined English series. Dr. Frank had written the first book, Streamlined English, beginning in Jamaica in 1944. Elizabeth Mooney (now Elizabeth Mooney Kirk) had been on his team in New York City in 1945; later she was in the first Literacy Journalism class at Syracuse University in 1952. She brought experience teaching children, and foreign experience in India and Kenya.

Streamlined English was published by Macmillan, who decided in the early '60s that the book needed revision and expansion. Elizabeth Kirk wrote much of the five-book series, along with their teachers' manuals. Macmillan published two of these, and then changed its publishing plans.

About that time there was increased clamoring for the series from Laubach tutors all around the country. Dr. Bob Laubach sought other publishers without success. By default, New Readers Press took on its biggest job to date. Three Literacy Journalism alumni, Betty Mooney Kirk, Kay Koschnick and Fred Morris, and their teacher Dr. Bob, tackled that huge project. Caroline Blakely met with the editorial team on many occasions also.

(Above) Volunteers **Effa Laubach** (l) and her sister **Grace Hosler**, help with the mailing of News for You. (Right) Volunteer **Audry Kogler** typed for more than 10,000 hours to promote News for You and New Readers Press books. Photos ca. 1965.

(Above) Volunteer **Kathryn Rex** (l) supervises mailing News for You, with **Rose McKain**, the secretary to the two Laubachs. (Right) Senior volunteer **Mary Miller** climbs stairs to the early New Readers Press offices. The hand-operated lift at left was used to take outgoing New Readers Press products from the second-floor offices above Peerless Press on Fayette Street. Photos ca. 1967.

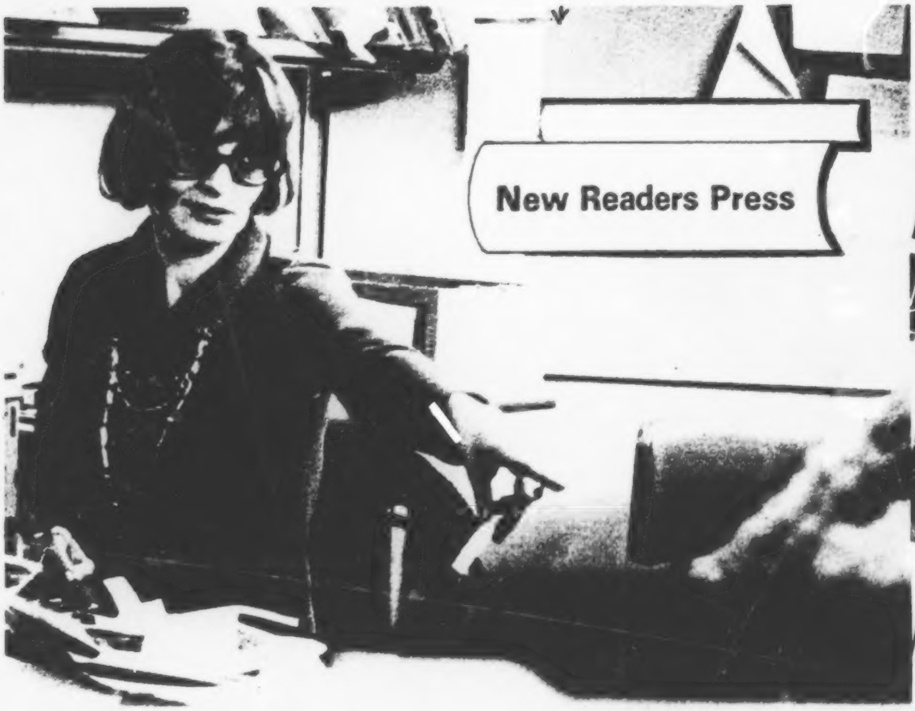
Dr. Frank Laubach lived to see three student textbooks, correlated readers and teachers' manuals published. Skill Books 4 and 5, completing the series, came out shortly after Frank Laubach's death in 1970. The New Streamlined English Series became the core curriculum for the Laubach tutors, rapidly growing into the thousands, throughout the United States and Canada.

Another large undertaking was the publishing of a magazine for special education teachers. Older special education students had been part of our News for You reading audience for some time. When Carolyn Dobbs, of Grass Valley, California, needed a publisher for the magazine she had edited for 10 years, New Readers Press took on The Pointer. After four years of publication it had to be given over to another publisher; it took too much time from the primary purposes of New Readers Press.

That left Kay Koschnick free to expand the book collection, with the addition of editorial staff. A new staff member, Wendy Stein, another Literacy Journalism assistant, wrote or edited between 20 and 30 books, everything from Wheels, a series on buying and maintaining a car, to Settlers in America, to fiction, such as The Other Side of Yellow.

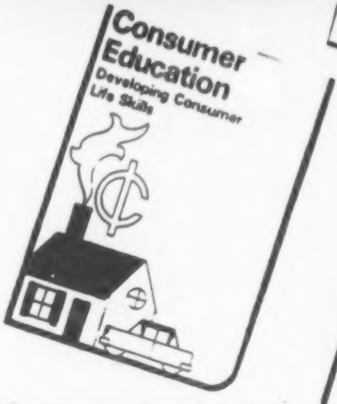
One very popular series was the Survival Reading Series, with practice in reading various kinds of materials such as signs, maps, legal documents and newspapers.

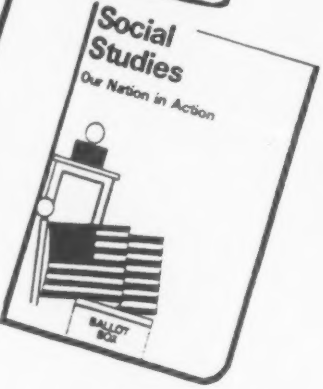
In the middle '70s, the Laubach chief executive officer, Edward Pitts, first pushed for a revision of the New Streamlined English Series. He was not on the editorial staff but had been in the Literacy Journalism program at Syracuse University. He thought the hastily published series of the 1960s was a poor representation of Laubach teaching techniques, and should be revised. This was a huge undertaking, requiring about five years and eight to ten trips from California to Syracuse on the part of writer Elizabeth Mooney Kirk. The new series was called Laubach Way to Reading and included four texts, correlated readers and teachers' manuals. It required the efforts of four Literacy Journalism alumni: Elizabeth Kirk, Kay Koschnick, Caroline Blakely and Fred Morris, along with Dr. Bob Laubach.


New Readers Press

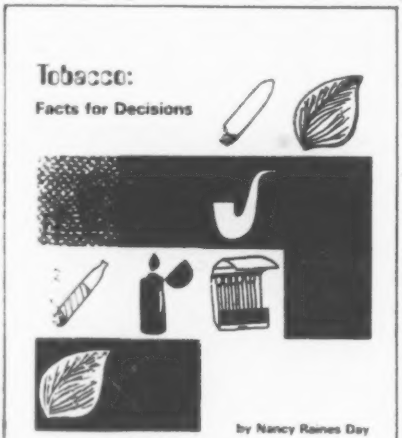
Basic Education
materials for
basic reading & writing
listening &
speaking skills
applied reading
coping skills
Practical Life Materials
Developing Coping Skills For Today's World
mature topics
easy reading
ONE WAY
Family Life & Health
Information on Today's Health Topics

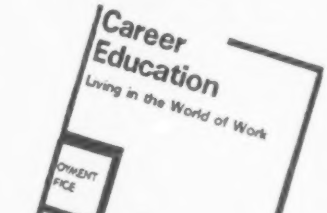
Kay Koschnick (Freeman) stayed on at New Readers Press for many years. She supervised the editorial department, and was involved in developing a wide variety of books in career education, personal health, and social sciences--every one very easy to read, for the new literates and for those learning English as a second language.


Consumer Education
Developing Consumer Life Skills


Social Studies
Our Nation in Action
BALLOT BOX

Settlers in America
by Barbara Weller Lowrie
& Wendy Stein


Tobacco:
Facts for Decisions
by Nancy Raines Day


Career Education
Living in the World of Work

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Taking even more effort, because it was an original work, was Laubach Way to English. This was for students learning to speak English as a second language; it was coordinated with Laubach Way to Reading so that listening, speaking, reading and writing were all integrated into the students' learning process. The authors of the first book in Laubach Way to English were Marti Lane and Dr. Jeanette Macero. Marti Lane, working through the Lutheran Church Women, had trained hundreds of tutors around the United States and Canada in ESL--English as a Second Language. Dr. Macero had been the school principal who had worked with Bob Laubach's 1959 class as they developed News for You. She was now heading the program at Syracuse University to train teachers of English as a Second Language.

Increased Publishing for Adult New Readers

During these years sales were growing, not only for New Readers Press, but for other publishers who had started to publish for adults and teenagers with limited reading ability. Steck-Vaughn and Follett were in direct competition with New Readers Press. Other longer-established publishers, such as Scott Foresman and Harcourt Brace Jovanovich, were now giving some priority to adult new readers.

The leadership of New Readers Press was recognized in 1986 by the American Library Association, which awarded the press its Advancement of Literacy Award. The book retailers, B. Dalton Booksellers, had been honored the year before, when the award was first given as a tribute to an American publisher or bookseller.

The '80s and '90s found New Readers Press increasing in sales and prestige. The 1990s catalogs show new emphasis on audio and visual teaching aids. They include a computer software series for use with Laubach Way to Reading. It gives students computer practice in using skills taught in each lesson of the series. Kay Koschnick wrote the Laubach Way to Reading software by contract after leaving New Readers Press in 1990.

New Readers Press sales rose from $2.5 million in 1982 to $7.5 million ten years later. Dollar sales indicate that these educational materials are being used.

Editors and authors worked five years on the revision of the basic reading series, Streamlined English, which became the Laubach Way to Reading. Authors **Dr. Bob Laubach** (left) and **Betty Kirk** (far right), editors **Caroline Blakely** (2nd left) and **Kay Koschnick.** Photo ca. 1980.

Laubach Way to Reading

Laubach Way to Reading
TEACHER'S MANUAL
for Skill Book 1
IN THE VALLEY
1
Checkups for Skill Book 1
_pple
_ent
_and
_ells
_ish
_ird

Authors of the Laubach Way to English, to teach English speaking, reading and writing, are (l) **Marti Lane** and **Jeanette Macero.** Photo ca. 1980. After the two wrote the first teacher's manual, Macero worked five years longer on the series.

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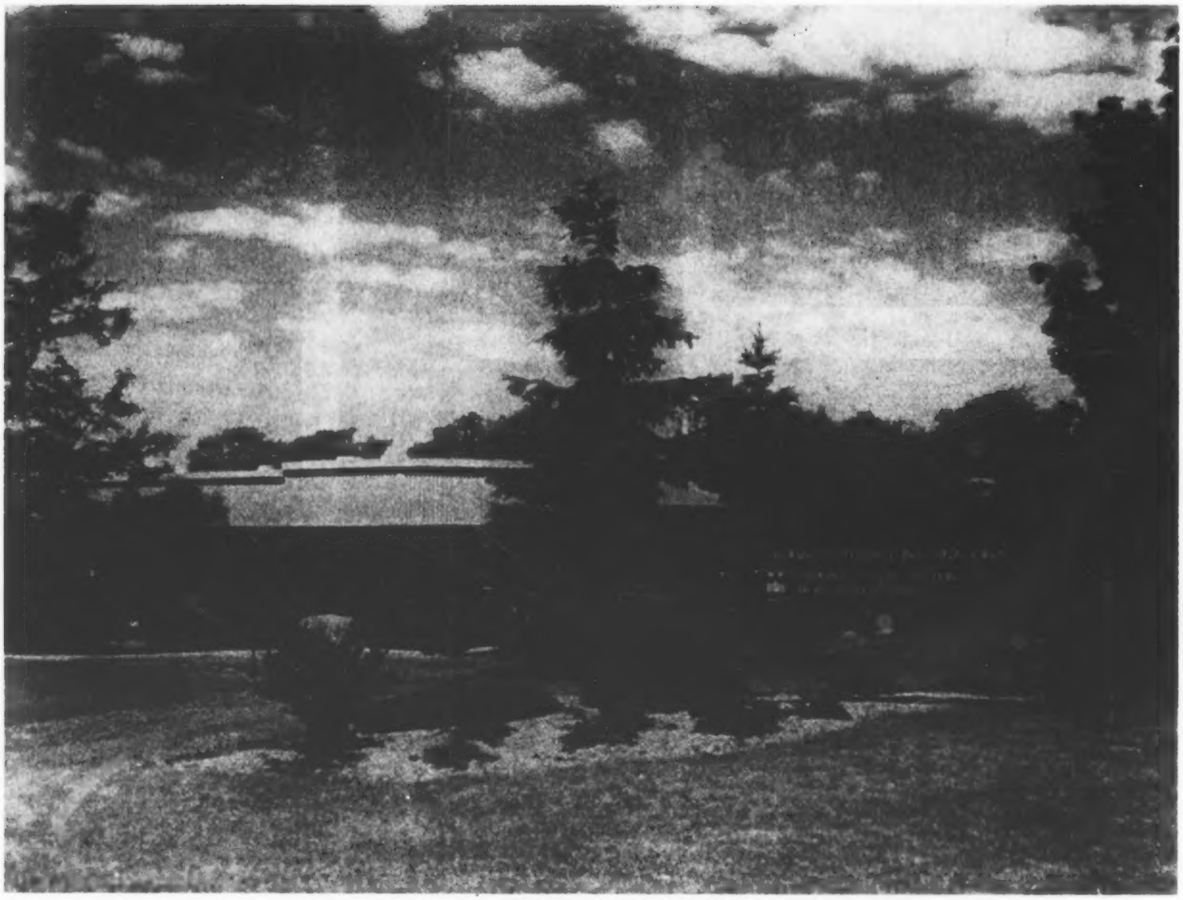
Groundbreaking for the new Laubach Literacy International headquarters, in the summer of 1971. City, University and Laubach officials, left to right: Syracuse Common Councilman **John Murray**, Mayor **Lee Alexander**, **Mrs. Effa Laubach**, **Dr. Bob Laubach**, School of Journalism Dean **Wesley C. Clark.**

They are a very necessary part of teaching adults to read in the United States. In addition, the income from New Readers Press publishing is very much needed to keep Laubach tutoring programs in operation, both in the United States and in more than 15 Third-World countries.



The entrance to Laubach Literacy International today.
1320 Jamesville Avenue, Syracuse NY 13210.

(Clockwise from upper left)
William P. Tolley was the Chancellor of Syracuse University when the Literacy Journalism program began. He became a friend of Laubach Literacy, and was instrumental in arranging to lease university property for the literacy headquarters. **Wesley C. Clark** was Dean of the School of Journalism most of the 30 years which this book covers. **Alexander N. Charters** was University Vice President of Community Affairs, and later served on the board of Laubach Literacy. **Burton Marvin** headed the Religious Journalism program after Robert Root left in 1969. **George L. Bird** helped to set up the curriculum for the Religious Journalism program, about 1950. **Laurence Siegfreid** taught graphic arts, required for all Literacy Journalism students.

Chapter 8

After the Fact: The S.U. Program Ends

In 1981 Syracuse University made the decision to terminate the Literacy Journalism program at the S.I. Newhouse School of Public Communications. There were a number of reasons for this decision, the major one being that the number of students, though never very large, had decreased to two or three per offering. (The course was canceled one semester in 1979 or 1980 because only one student enrolled.) The school administration decided that the program was no longer worth the time and expense required.

Interested persons might wonder why the enrollment had decreased so much in a unique program that had attracted such dedicated participants in the past. Some blamed the university for not providing more support and publicity for the program. Some blamed Laubach Literacy International for providing fewer stipends for student assistants in the 1970s. Some probably blamed the program director for spending so much of his time as director of the Laubach organization that he could hardly consider the university teaching as more than a moonlighting job.

All of these factors may have had some bearing on the problem, but the overriding reason was the change going on in Third-World countries, particularly in relation to missionaries working there.

The Literacy Journalism program at S.U. had started in the early '50s after the Religious Journalism program began in the late '40s. At that time, missionaries with a great deal of zeal were working to help the poor people in Third-World countries to find God and have happier, healthier lives. Dr. Frank Laubach spent more than 50 years of his life in that effort. Not only did he start literacy campaigns in many countries of Africa, Asia and South America, he did a great deal to show educated people the "plight of the silent billion."

The program at Syracuse University came about partly as a result of Dr. Frank's "consciousness raising" and then was sustained by students (missionaries and prospective missionaries) to and from world missions. As founder of the Committee on World Literacy and Christian Literature of the National Council of Churches, Dr. Frank Laubach had a good bit of influence in referring students to Syracuse University. But other missions, such as those run by the Mennonites, Christian Missionary and Alliance, and Southern Baptist churches also sent student missionaries to S.U. to learn journalism and literacy techniques in the '50s and '60s.

However, the Third-World countries were changing, not waiting for the slow missionary efforts for literacy. Several new independent nations began to arise in Africa in the '50s and '60s. African leaders, who often had received their education from missionaries, wanted their people to be free from the dominating influence of missions run by non-Africans. Many white missionaries had to leave their missions to indigenous workers. This meant that there were fewer and fewer jobs for American missionaries overseas.

This also meant that the National Council of Churches did not need to send student missionaries to Syracuse University for training in literacy journalism. Other missions were in the same dilemma. Thus the student enrollment in both the Religious Journalism and the Literacy Journalism programs had decreased significantly by the '70s.

Dr. Robert Root, director of the Religious Journalism program, had left Syracuse University shortly before his death in 1970. His successor, Dr. Burton Marvin, led the program for only a few years before he died. Some observers thought that the loss of these men had a great deal to do with the demise of the Religious Journalism program. Losing these great educators did hurt the programs. But if there had been enough students enrolled for their courses, the university would have found replacements and kept the Religious Journalism program going, at least temporarily. Instead, the doors to this program closed.

Without the sister Religious Journalism program, the Literacy Journalism program was doomed, even though it did not officially end until almost ten years later. Now, more that a decade after Literacy Journalism ended in 1981, the Literacy Journalism Archival Committee has written to all the alumni we could find to determine the accomplishments, and perhaps some failings, of the program.

We think the accomplishments are shown clearly in the lives and careers of the alumni. First, let's look at some criticisms of the Literacy Journalism program.

Criticisms

The one criticism most generally heard, especially after 1970, was that the graduates couldn't find jobs in literacy journalism. That was one reason why Dr. Bob Laubach started New Readers Press.

For awhile, some graduates who couldn't find jobs overseas were able to find jobs at New Readers Press. Of course, since the parent organization, Laubach Literacy International, was a not-for-profit corporation, the pay was hardly to be compared with that which graduates with other types of journalism degrees were able to command. Since job importance is often judged by salary level, these relatively low-paid editorial positions did not help to make literacy journalism a prestigious career.

Another criticism of the program was that it was too Laubach-oriented. Some critics said that the work done by Dr. Frank Laubach was the chief literacy research taught in the course. This may have been true, but there was little literacy research, other than this, being done at the time. Research on readability was taught in a separate course, and its application came in the literacy courses.

Some critics said that the university was just providing free training for Laubach employees. A look at the questionnaire findings in the back of this report should counteract this criticism. The alumni tell how the training at Syracuse University helped them in different careers in different parts of the world. In fact, management at Laubach Literacy and New Readers Press began phasing out the Literacy Journalism Assistantship program because it was not an efficient way to get new employees. Management said that, after they finished school, most of the assistants got jobs elsewhere, and thus new assistants had to be trained. Gradually, Laubach Literacy reduced funding for assistantship stipends until, in 1979, Marian Underwood Buda was the only--and last--Literacy Journalism student assistant. Without this scholarship aid, registration in the S.U. program dropped even more.

End of the Program

In November 1981, the year that the Literacy Journalism program ceased to exist at Syracuse University, Dr. Robert Laubach was honored at a retirement party attended by about 80 of his colleagues and former students. Former Dean Wesley C. Clark, who had been a staunch supporter of the program for all of its 30 years of existence, was the master of ceremonies. Other university colleagues who attended included Professors Roland E. Wolseley and David Norton from the School of Journalism and Alexander Charters from the Department of Adult Education.

Former students, who traveled some distance to attend the surprise party, included Elizabeth Mooney Kirk from California, Richard Katongole from New York City, Earl Roe from Michigan, John Stauffer from Massachusetts, Tom Chang from Binghamton, New York, and Donna Blakely Pohl from Raquette Lake, New York. From all over the world came greetings and remembrances from former students. One of them, Barbara Czurles Nelson of Hawaii, sent orchid leis for all attending. All of those present personally or in spirit at the retirement party demonstrated the affection and inspiration that Bob Laubach had provided for his students, as well as the unique expertise that the university had offered.

Literacy Journalism: Still Vital in the 21st Century

Looking back a dozen years after its demise, the members of the Literacy Journalism Archival Committee are probably not the most objective evaluators of the program. We hope that 1981 was not the end to an unusual 30-year educational adventure. We have spent close to two years collecting the information in this report. We hope that others will consider our story and the information, and use it as a beginning to start new literacy journalism training in new ways and in new places in the 21st century.

We of the committee think there will always be a need for this kind of journalism training, on a world-wide basis. We agree with the Third-World countries who want their own people writing the kind of information their semi-literate populace needs and wants to know.

Writers and editors from Third-World countries are undoubtedly in great need of this kind of training. But where are they going to be trained? There are no graduate programs in literacy journalism now. Certainly, writers can learn a great deal in workshops focusing on special techniques needed for adult new readers. But who is going to run the workshops? And who is going to do overall planning for publishing and distributing and coordinating with other contributing groups? This takes years to learn. Do developing countries have the time and resources for that?

In the United States, underprivileged and foreign-born people have the right to know, too. Where are the writers and editors representing them going to be trained? Techniques in writing for adult new readers are occasionally offered in schools of adult education, special education, reading, human resources (home economics) and library science. This is because there is a good bit more emphasis on literacy now in the United States than two or three decades ago.

We commend all of these efforts. But these schools do not have a total journalism training program. Perhaps if the Syracuse University Literacy Journalism program had looked to these schools for cooperation, a better and longer-lasting program would have been developed and would still be going.

That is the challenge for the rest of this century and into the next.

Lasting Values Found in the Alumni

About 250 students were taught over the 30-year period during the regular S.U. academic year, and another 200 at the S.U. Summer School in Chautauqua, New York. Most of the students in the academic program received M.A. degrees in Journalism, and another 25 to 30 received an M.A. degree in other fields. We have records of 30 men and women, specializing in literacy concerns, gaining Ph.D.s in Public Communications or in closely allied fields such as Education or Social Service.

Numbers, of course, do not tell the whole story. The story of Literacy Journalism at S.U. is to be found primarily in its alumni. They put their efforts, money and lives on a worldwide basis into providing needed and desired information to those who otherwise would not have realized the "right to know."

Developing and carrying out a program to enhance the growth of literacy journalism around the world may have been an impossible dream. But those who developed and conducted the Literacy Journalism program at Syracuse University feel good about their accomplishments.

The Vital Appendices of this Report

Because the accomplishments of alumni continue to make a difference, in the United States and many parts of the world, the reader of this Report is urged to study:

Appendix A Career Summaries of Alumni
Appendix B Bibliography--Selected Works by Alumni
Appendix C Quotes from Alumni
Appendix D Course Outline, Writing for New Literates
Appendix E Editorial Performance Standards
Appendix F Alphabetical List of Alumni

The information from the alumni who responded to our survey, and the other materials in the Appendices are central to an understanding of the continuing worldwide impact of Literacy Journalism.

The World-wide Impact of Literacy Journalism Alumni

Native Lands of Literacy Journalism Students

About three-quarters of the students were from the United States; the rest came from:

Australia	1	Brazil	1	Burma	1
Cambodia	1	Canada	7	China	2
Egypt	1	Ethiopia	1	Finland	1
Ghana	3	Guatemala	1	India	6
Indonesia	3	Israel	1	Jamaica	2
Kenya	3	Liberia	6	Mali	5
Nigeria	2	Pakistan	2	Peru	1
Philippines	4	South Africa	3	South Korea	2
Switzerland	1	Sweden	1	Taiwan	1
		Uganda	2		

Where Literacy Journalism Alumni Have Served

Afghanistan	2	Angola	1	Australia	1
Brazil	1	Burkino Faso	1	Burma	3
Costa Rica	1	Egypt	1	Ethiopia	1
Ghana	3	Guatemala	2	Haiti	1
Honduras	1	Hong Kong	1	India	12
Indonesia	1	Israel	2	Ivory Coast	2
Jamaica	2	Japan	2	Kenya	6
Lesotho	1	Liberia	3	Malaysia	1
Mali	6	Mexico	2	Mozambique	1
Nigeria	3	Papua New Guinea	2	Peru	1
Philippines	10	Russia	1	Saudi Arabia	1
Senegal	1	South Africa	4	South Korea	1

Switzerland	1	Taiwan	1	Tanzania	1
Thailand	1	Togo	2	Turkey	1
Uganda	2	Ukraine	1	Venezuela	1
Zaire	5	Zambia	3	Zimbabwe	1

Some Literacy Journalism Alumni with Ph. D Degrees

Wenceslau Bahamonde, Jerry Ballard, Nir Mardan Basnyat, Robert Crawford, K. Eapen Eapen, Omar Eby, Ruth Eshenaur, Henry Ginn, Artemio Guillermo, Samuel Habib, Charles Hein, Dan Hess, Doris Hess, Sam Iftikhar, William A. Jordan, Richard G. Katongole, T.E. Koshy, James LaMoreaux, Virginia Lawson, Lynn Lempel, Graham Leonard, Nan Lin, David Mason, Rachel San Miguel, Edward Scheiner, Marjorie Fay Shelley, John Stauffer, Steven Sywulka.

(These have come to the authors' attention. Are there others? Let us know!)

Snowy memories of Syracuse.

Part 2

Four Personal Stories by Alumni and Teachers

(Above) **Dr. George L. Bird** (left) in class; he taught Research Methods and Magazine Article Writing. (Below) An unseen professor lectures across the editing tables. Both photographs taken during 1951-52.

Chapter 9

Genesis of Two Programs

by Roland E. Wolseley

Dr. Wolseley, Professor Emeritus of Syracuse University, writes about the relationship between Religious Journalism and Literacy Journalism.

Two of the bookshelves, each about three feet wide, in my personal library hold some of the books written by former students of mine at universities and writers' conferences. In this collection are a score published by students of Religious Journalism at Syracuse University.

These books, as well as pamphlets and articles in magazines and newspapers, both secular and religious, are all that is left of the material work done in these classes. Such evidences of writing are important, but so are lessons learned in classes.

These students, all at the graduate level, learned the basic techniques of writing and editing. In other courses they were schooled in research methods as well.

When Dr. George L. Bird and I were asked by Dean M. Lyle Spencer to design a Religious Journalism program at Syracuse University more than 40 years ago, our purposes were clear. They were:

- To help our Religious Journalism and Literacy Journalism students to find a better setting for writing about religion, under close supervision.
- To equip the student with knowledge of how the media are organized, what problems they encounter, and the relationship with other journalism specialties.
- To go beyond the gathering and writing and editing of religion news and gain at least a basic understanding of advertising, circulation, and other work in journalism.
- To tailor the instruction to fit the needs of graduates, especially those in

foreign settings, particularly in mission fields.

- To give the students a strong master's degree, built on the course work of a major in journalism, with Religious or Literacy Journalism as specialties.

Administration of the program was in the Magazine Department of the School of Journalism (later called the S.I. Newhouse School of Public Communications). Similarly, when the Literacy Journalism program was founded, it too became part of the Magazine Department. To this day the two programs are erroneously described as a School of Religious Journalism or School of Literacy Journalism. And those in charge often are called deans of these programs, showing a lack of understanding of how educational institutions are organized. Deans oversee schools, chairpersons oversee departments.

While I was in India in 1952 and 1953 as a Fulbright lecturer and chairperson of a new journalism department at Hislop College, Nagpur University, the Magazine Department at Syracuse was left in the hands of Professor Robert W. Root. He was an experienced writer in the field of religious journalism. He wrote as a Religious News Service foreign correspondent for several years, contributing frequently to The Christian Science Monitor and many other newspapers and magazines. He was such an asset to the Syracuse School of Journalism that he was appointed an associate professor of journalism and taught magazine as well as religious journalism courses, enrollment having risen so high an addition to the staff was needed.

In 1951 the religious journalism course had as a member of the class Robert S. Laubach, son of the noted missionary and literacy expert, Frank C. Laubach. Robert Laubach saw the need for a separate class and program to deal with literacy journalism.

After my retirement from S.U. in 1972, the late Professor Burton W. Marvin, a Chicago Daily News foreign editor and part-time teacher at the Medill School of Journalism of Northwestern University, joined the faculty. He had been a high officer in public relations in the National Council of Churches of Christ.

He was engaged to carry on the Religious Journalism program; meanwhile Robert Laubach continued his literacy course, regularly meeting the quota of

(Above) **Prof. Roland E. Wolseley** and a student from India, about 1957. (Below) **Dr. Wolseley** in 1993, Professor Emeritus from Syracuse University, in his home library. The books on the top shelf are by him; he wrote so many journalism books his students called him "Mr. Journalism."

students. For two semesters a course in religious news was taught by William N. Folger, who had been for a decade religion news editor on the Buffalo Evening News. After completing a master's degree in political science and journalism, he joined the faculty of the University of Northern Colorado as an associate professor. With the loss of both Marvin and Folger there remained no one to teach the courses, Dr. Root having resigned earlier to teach at Eisenhower College.

At Syracuse, almost none of the journalism teaching staff of some 60 persons had ever heard of Frank Laubach, including Dean Spencer, himself the son of a Kentucky Methodist pastor. Articles on the elder Laubach appeared in The New Yorker, The Atlantic Monthly, Reader's Digest, Life Magazine, and numerous other outstanding periodicals. His books had wide circulation, as did newspaper accounts of his helping thousands of illiterates all over the world to learn to read and write their own languages. Literacy, upon which the printed media depend for customers, should have been a major cause for the media. But not until recent years has the work of Literacy Volunteers of America and Laubach Literacy International received major attention from the press, which finally woke up to the fact that the illiterates of today would be their lost readers of the future.

Similarly, courses in religious writing, including journalism, were being added to the curricula, especially at church-supported colleges and universities. The Magazine Department at Syracuse University received numerous requests for course outlines and other information about the two programs. Summer conferences, often sponsored by denominations or by colleges and universities, have aided establishment of religion news and other types of writing about religions, fiction and poetry.

Meanwhile, Robert Laubach won his Ph.D. from Syracuse University and built the Literacy Journalism program as related elsewhere in this book.

The administrative decision to end the Religious Journalism program came from the executive committee of the School of Public Communications, not from the Magazine Department, which was responsible for its formation. It was done without my knowledge and after my retirement. Similarly, the decision was based on the excuse of lack of enrollment. Courses having ten or more students are expected to survive a university, which the Literacy Journalism course did, semester after semester. The dropping of both programs may have had its roots in economy, but the Magazine was for years the largest in number of students being served until radio, television and film far outnumbered all other departments as the result of a merger.

Another factor in allowing the decease of these two programs was the lack of information among the faculty of Newhouse about them. Although Syracuse University was founded by Methodist clergy and has a strong religion department, the bulk of the faculty is much like that in any secular institution. Journalists in general resemble university faculty in that there is indifference to religion and its practice.

Furthermore, the practice of dropping courses was especially common in the 1970s and 1980s. By the middle 1990s the situation became even worse, as many colleges and universities found themselves in financial trouble. Among the classes that by then had succumbed were the Religious and Literacy Journalism classes and the programs themselves.

But there were still other factors that operated to end these programs. This explanation was lack of faculty to handle not only the classes but also the shepherding of thesis and dissertation writers who had chosen religious or literacy journalism topics. When the journalism schools at Ohio State and Northwestern back in the 1950s said they could not offer the work Dr. Frank Laubach requested, one reason was lack of faculty equipped to handle such training.

Syracuse was an exception because it had journalism faculty members active in the religious world. As the Roman Catholic colleges became aware of the promise of religious and literacy journalism training needs, there was growth in those colleges.

The contributions of Syracuse, Wheaton in Illinois, Baylor in Texas, and other institutions that offered training are difficult to relate in detail. At Syracuse, certain statistics about enrollment were lost. The reports back from students often are skimpy, for few of the graduates can take or have taken the time to make frequent reports. But their work goes on in many parts of the world and it is possible to compile certain records, as this report shows.

The book writers, at least, have left a substantial contribution. I have willed my books to the Syracuse University Library, which already houses some of the Laubach materials. The shelves devoted to these books by S.U. alumni or former students who did not win degrees will be an informal contribution.

Prof. Roland E. Wolseley (right center) with a class, about 1952.

Chapter 10

My Adventures in Literacy Journalism

by Elizabeth Mooney Kirk

The alumna with the widest experience in writing for new readers tells her own story.

My adventures in literacy writing began in 1945 when I went to New York City to help Dr. Frank Laubach develop his first adult literacy lessons in English. He had prepared lessons in more than 200 other languages by that time, but he had put off doing lessons in the English language, as he considered it the world's worst spelled language.[1] Four other volunteers were there to help that summer.

Our main objective was to prepare lessons that could be used by both English-speaking illiterate and non-English-speaking adults. But to do this we needed to prepare a list of the most useful words in English and to adopt a regular form of phonetic spelling. If a word introduced did not have a regular spelling, it would be respelled to help the student to pronounce it. Another project was to write The Story of Jesus using words in our limited word list.[2]

As we prepared the lessons we tried them out with students in adult classes in the New York City schools. I was a teacher at the time and had also done some writing. But I soon found I had much to learn about writing for these adults. The lessons were being written not only with a controlled vocabulary, but with a control of the sounds introduced. Each word had to be repeated five times in the lesson. The lessons contained a series of related sentences that we called a story.

I remember telling Dr. Frank (Laubach) that I thought the stories should be more exciting and have a plot. But he said that the thrill for the new reader is being able to read the lesson easily. A more exciting plot could be developed in later books.

I soon learned Dr. Laubach's three basic principles for writing for new readers:

"Make it simple. Make it simple. Make it simple."

To make it simple means short words, short sentences, active verbs, and repetition of words and sentence patterns. I learned this technique from Dr. Frank that summer, long before I ever heard of Rudolph Flesch and his readability formula.

By the end of the summer we had met our objectives. I was amazed by how much was accomplished in those few short months. I'm sure it was due not only to Dr. Frank's zeal and inspiration but also to his prayers.

The lessons, called "Streamlined English Lessons," were printed that fall. Later they were revised and published as Streamlined English by Macmillan Publishers.

In March 1946 I sailed for India as a missionary under the American Baptist Mission Board. I spent five years in Orissa, one of the most illiterate provinces in India at that time. But my work in the girls' mission school didn't allow much time for direct literacy work. I had brought some of the Streamlined English books with me and used them to teach English in the elementary school. Also, we had The Story of Jesus translated into Oriya and used it in some of the Bible classes.

Syracuse University School of Journalism, 1951-52

A literacy journalism adventure came in 1951 when I returned home for furlough. Dr. Frank told me about the Literacy Journalism course planned for the School of Journalism at Syracuse University beginning that fall. I already had an M.A. in Education but decided to work for an M.A. in Journalism also.

I renewed my acquaintance with Bob Laubach, whom I had met in 1945. At Syracuse University we worked together on a special assignment for Professor Roland E. Wolseley's writing class. We produced a sample magazine for new readers that we titled Dawn. We enjoyed working out the format, writing articles, finding illustrations, and printing it.

In the spring semester, I took Bob Laubach's course, "Writing for New Literates," that was offered for the first time. He taught Literacy Journalism at Syracuse University for the next 30 years.[3]

In the summer of 1952 I received my M.A. in Journalism degree. I wanted to return to India, but was praying for an assignment that might make more use of my interest and training in literacy and journalism. In the meantime I taught classes in Laubach literacy methods and simple writing at Koinonia Foundation, Baltimore, Maryland.

In December 1952 I was loaned by my mission board to work with Dr. Frank Laubach. He was starting the literacy training center at Allahabad Agricultural Institute in Allahabad, India. This training center became known as Literacy House.

Literacy House, Allahabad, India, 1952-55

The first four-week course for training Indian literacy teachers and writers opened in February 1953. I can still picture that group of 40 men and women sitting on the hard veranda floor gazing intently at the Hindi chart that Dr. Frank was demonstrating. These highly educated trainees represented 18 Indian states and all the major language areas. They came to learn how to conduct mission or government literacy campaigns.

Dr. Frank's greatest challenge was to get these educated Indians to speak simply and to stick to the method. Fortunately they had to do it in Hindi, which was not the native language of most of them.

Each evening the Indian literacy trainees went with the instructors to the villages for practice teaching. At first it was hard for them to sit on the ground around a kerosene lantern with a group of illiterate farmers. But Dr. Frank set the example and they followed. Soon they were experiencing the thrill of seeing their students learn to read. They were also learning about the villagers--what help they needed and what kind of materials they wanted to read.

Dr. Frank also taught the trainees how to write informative articles in simple language. He invited in experts from the Agricultural Institute for the trainees to interview. "Pick this man's brains," Dr. Frank would say. "Find out what he knows and then put it in simple English." Dr. Frank would stand by the blackboard and help them write a story or two together and then each trainee was on his own. Some had never written before but they became writers that month.

Dr. Frank was at the literacy training center for only the first course. Dr. Welthy Fisher from the U.S. served as director and I as assistant director. Most of our staff were Indians who had previous literacy experience or were graduates of our short courses.[4,5]

Margaret Lee Runbeck,[4] a well-known American writer, directed the writing during the second course. She taught the trainees how to add excitement and plot their stories. She then compiled the stories written in both courses into booklets later published by Literacy House. I helped her with this project. I remember her saying, "This is the hardest writing I have ever done, but certainly the most rewarding." I will always remember the days we worked together in the sweltering 100 degree temperature on the back veranda of Literacy House.

While at Literacy House I realized how valuable and practical my Syracuse journalism courses were. The newspaper and magazine writing courses helped me teach the trainees how to write articles for their simple village newspapers and for Ujala, a magazine for new readers.

The photography class helped me in taking photographs for publicity. Some of those photographs are in the Laubachs' book Toward World Literacy.[5] Others were made into slides for publicity at home. My class in readability helped in the selection of books for the village libraries. Because of the new interest in literacy, many Hindi books were coming in to the market. We evaluated about 800 of these and selected 400 for the first tin trunk libraries.[6] We found the Flesch readability formula very helpful.[7] I was grateful to my Syracuse professors for their thorough and practical instruction.

Literacy Consultant to WKNO-TV, Memphis, 1955-57

Soon after my return home in May 1955, I was greeted by Dr. Frank with some exciting news. "We're going to put our literacy lessons on TV in Memphis, Tennessee, and we want you to help us!" And so with those words my next literacy adventure began.

First we needed to prepare picture association charts for the English alphabet like those developed in Hindi and some other languages. Dr. Laubach had not done this for English as he thought finding associations for the vowels would be difficult. But that summer the literacy trainees at Koinonia, where I again was working, took on the challenge. By August the charts were finished and tried out in Baltimore, Memphis, New York and other places.

In August I went to Chautauqua, New York, where Bob Laubach and his father were conducting a course on Techniques of Adult Literacy as part of Syracuse University's summer school. There I met Pauline Hord, a teacher, who was to serve as literacy program director for the education channel, WKNO-TV, in Memphis. I was asked to serve as consultant.[8] It took some time for organization, locating illiterates, training volunteer helpers, and preparing scripts. But all was ready for the lessons to begin in October 1956.

Dr. Frank Laubach, originator of the "Each One Teach One" method, was the motivator to use the newest media of communication to teach illiterates the basic skills of reading and writing. He was in Memphis in February 1957 to give out certificates to those who had completed Streamlined English in the four months of television lessons. The students who completed this course went on to an advanced course, while the basic course was repeated for new students. Part of my work had been to prepare the advanced materials as well as to observe and evaluate the first course.

A chapter titled "Television's Way of Hope for the World's Illiterates" in the Laubachs' book, Toward World Literacy, gives more details on this program.[9] (I wonder what Dr. Frank would think about teaching today, using visual monitors controlled by individual student- operated computers?)

Kenya Literacy Campaign, 1957-59

In May 1957 I arrived in Kenya for a literacy safari that lasted 27 months. I had been appointed by the U.S. State Department as literacy specialist for the British Colonial Government of Kenya. My job was to conduct a literacy campaign--train teachers, prepare materials, start classes, and build an administrative staff.[10]

In July I found a first assistant, George Wanyee, a young Kikuyu. He had recently returned from studies in India, where he obtained a B.A. degree. He had also studied there for one year in Hislop College's Department of Journalism, that had been started by Professor Roland E. Wolseley in 1952. George helped prepare Kikuyu charts and lessons and trained teachers to use them. He was the first editor of The Key, a newsletter for new readers. In September 1958 he left for a year of study at the Syracuse University School of Journalism.

At first it was difficult to start classes in the Nairobi area. Then, that first summer, Dr. Kiano, a Ph.D. from Stanford University, volunteered to explain the program to adults in the area. He recruited teachers and others who got behind the program in various ways. Tom Mboya, Kenya's outstanding African politician, invited me to make an announcement about our literacy classes at one of the political rallies. I spoke to a thousand people with Mboya as my translator. Our classes soon tripled!

Several Adult Literacy officers were appointed by the Kenya Education Department. One of these was Kariuki Kjiiri, who had returned recently from the U.S. with an M.S. degree in sociology. He helped with the expansion of the Nairobi project and became the new editor of The Key.

The Government Literacy Project included a Publication Fund in the form of a revolving loan to the East African Literature Bureau to subsidize the compilation and publication of books for new readers. In the first year, primers in Kikuyu and Kalenjin were printed. In August 1958 we held a week-long conference to plan a series of graded readers covering such subjects as health, agriculture and child care. Thirty-two delegates from several language groups came to the conference.

Betty Mooney Kirk (right), in 1993. A literacy specialist in Kenya in 1956 (above), she meets with **John Mpaayei** to plan a literacy primer in the Masai language. With **Elmer Kirk** (below) at the geodesic dome house her husband designed.

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Helen Roberts, a writer and literacy teacher from California, had come to Kenya at her own expense to train literacy writers and to write literacy materials herself. She helped a great deal at the conference and all during her year in Kenya.

Dr. Frank Laubach visited Kenya for two weeks in November 1958. While he was there, the East African Literature Bureau held a small conference to plan adult literacy primers in Luo, Kamba and Swahili.

Committees composed of representatives of those language groups met with Dr. Frank and me to plan the primers, and to begin work on them. The charts and plans for the lessons were completed during this visit. The literacy staff continued working on lessons and field- tested them. In a few weeks the primers were published.

One of the most exciting adventures came near the end of my assignment. The Masai, the least Westernized of Kenya's tribal groups, asked for classes. First, a lesson book had to be prepared as no books had been published in that language. John Mpaayai, one of the few highly educated Masai, volunteered his services.

Kariuki and I went to a Masai reserve some distance from Nairobi to meet with Mpaayai. After some discussion we decided to prepare a Masai primer following the Laubach technique. I had to leave Kenya before the primer was finished. This primer was the very first book in the Masai language ever to be published.

Nearly 25 years later, I had the privilege of meeting with Mpaayai in his modern office in one of Nairobi's highrise buildings, where he was working for World Vision. I was excited to hear about all that had happened to adult literacy with the Masai over the past quarter of a century.

John Mpaayai credited me with starting it all when he and I sat under a tree near a Masai "boma" and planned those first lessons.

I'm just thankful we could respond to the Masai's request for help that last month of my Kenya literacy safari.

Streamlined English Revisions, 1962-68

In 1962 Frank Laubach, Bob Laubach, Caroline Blakely, some other literacy workers and I met to plan a revision and expansion of Streamlined English. We decided to expand the lessons to five skill books, correlated readers, checkups, and teacher's manuals. We planned to add two other books on a more advanced level. I was assigned the responsibility of chief author.[11] The plan was developed in detail for each skill book, correlated reader, and teacher's manual. The detailed plan was approved before any writing was started. Macmillan, the publishers of Streamlined English, agreed to publish the expanded series with the Laubachs and me as co-authors. We had no idea when we started what a long and difficult project it would be.

I started on the project in Tulsa, Oklahoma, where my husband, Elmer Kirk, and I were living after our marriage in 1960. Then in 1963 Elmer and I left for Liberia, West Africa, where he had accepted an engineering assignment. I worked on the revision there, communicating with my co-authors and Macmillan editors by air mail and telegraph, with a few trips back to the U.S. for consultation.

Finally, by 1966, the first three skill books were published. After publishing these books, Macmillan made changes in its departmental staff, which resulted in changes in policy, and decided not to go on with the series.

When I received word of this decision from Dr. Bob Laubach, we were living in Guinea, West Africa. I felt discouraged, as did Dr. Bob. But he persisted and the idea came to him and some others that Laubach Literacy should publish their own materials. And so it happened. In 1968 New Readers Press, a Laubach Literacy division, became the publishers of New Streamlined English.

Laubach Way to Reading, 1979-84

Ten years later, I worked with Dr. Bob (Dr. Frank had died in 1970) and New Readers Press editors Caroline Blakely and Kay Koschnick on the current revision, titled Laubach Way to Reading.

All four of us are graduates of the Syracuse University School of Journalism. So we found it easy to work together. We enjoyed revising the stories to bring them up to date and make them more relevant to the needs and interests of our adult readers. This revised series has four levels with a skill book, correlated reader, checkup, and teacher's manual for each level.

The last book in the series was published in 1984. A minor revision of the series was made in 1991 to give the books a new look and to update some of the factual information.

Six and a half million copies of the Laubach Way to Reading books and the earlier New Streamlined English books have been purchased by users to teach adults to read. This figure includes purchases from 1976 through May 1993, of skill books, teacher's manuals, correlated readers, and the advance book, Everyday Reading and Writing.

Other Literacy Activities

Training in literacy journalism has helped me in preparing papers on various literacy subjects for presentation to national and regional literacy conferences. My personal life has been enriched throughout the years by regularly tutoring one or more adults to read.

Classmates of Syracuse University School of Journalism

My adventures in literacy journalism have been enriched by my classmates. They have been generous in sharing professional skills and experiences. Some of them and their families are warm personal friends. As circumstances permit, we continue to share fellowship by visits in our homes and by telephone calls and letters.

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A young man in Africa studies a Laubach chart.

Chapter 11

Literacy Journalism Changed My Life

by Caroline Blakely

A graduate of the late '50s tells what she learned as a student and as a working literacy journalist.

I was a student in the 1958-59 class of "Writing for New Literates." I had read about Dr. Frank Laubach's work in literacy four or five years earlier in Saturday Evening Post. It seemed to be what I wanted to put my life into.

I wrote to Dr. Laubach at the New York City address I found in Who's Who. His wife, Effa Laubach, answered my inquiry with a handwritten postcard, which told me about the graduate program at Syracuse University. I wrote for the brochure telling about "Literacy Journalism at Syracuse University."

Since I was just finishing work on my B.A. degree at Bethel College in McKenzie, Tennessee, I decided to move to Syracuse for the Literacy Journalism program. A major factor in this decision was that I was a widow with five children, ages 5 to 15. I wanted a career whereby I could become involved while I stayed home and took care of my children.

Laubach Literacy and Mission Fund (as Laubach Literacy International was called then) offered me a tuition scholarship. I soon learned that this was not a "stay-at-home" career.

The fall semester of 1958 was my first at Syracuse. The city and the school seemed big to me. The winter seemed cold and snowy. I, who had seldom made less than an A in my studies, found the school work difficult.

If I had not burned my bridges behind me, I think I would have gone back to

Tennessee. Then things improved. Dean Wesley Clark helped me rent a university-owned house, taking me out of the city neighborhood where I was afraid for my children's safety. Somehow, the university thought I qualified for a parking permit on campus.

Professor Roland Wolseley, after he had covered one of my assignments with red ink, wrote in the margin, "You'll be a writer some day, Caroline."

This was the first of my 24 years' association with literacy journalism at Syracuse University. It was the single greatest influence in my life, other than my husband's death at 39 and my responsibility for parenting five young children alone.

Part of the influence, of course, came from doing the work that the training made it possible for me to do. I became the editor of News for You, the paper which the class started in 1959.

Later, as the paper became the basis on which New Readers Press was established, I became New Readers Press editorial director. As such, I worked closely with Dr. Bob Laubach, and talked to his class in "Writing for New Readers" at least once each year.

That presentation usually contained some of this history of the program, and, hopefully, some of the inspiration I had gotten from the Laubachs.

I usually ended with a wind-up of my experience in literacy journalism entitled "What I Have learned in Fourteen Years" (or whatever number of years was correct for a particular class).

This learning took awhile to accumulate, but it would still contain these generalizations:

1. There's a lot of talk about literacy, but not so much action. "You are needed." The greatest contribution of Laubach Literacy, to my way of thinking, is "understanding between the two societies."

2. It's impossible to write for new readers in general. However, some principles apply. It's very important to know your readers. The best way is to have had

some of their experiences. Probably my best training came from growing up in the south during the Great Depression, being a teenager when World War II began, and being a single parent afterwards.

3. Working with undereducated people is not a one-way street. You can expect to get as much as you give.

4. Don't raise expectations too high for your readers. And don't expect literacy to do the whole task. Work with other groups and agencies: Home Extension, the Health agencies, Planned Parenthood, Employment Offices, Social Services and others with resources that might meet the needs of readers.

5. Distribution is very important to this work. There's no use to publish unless you have a way of getting your materials into the hands of readers who have a reason for reading it.

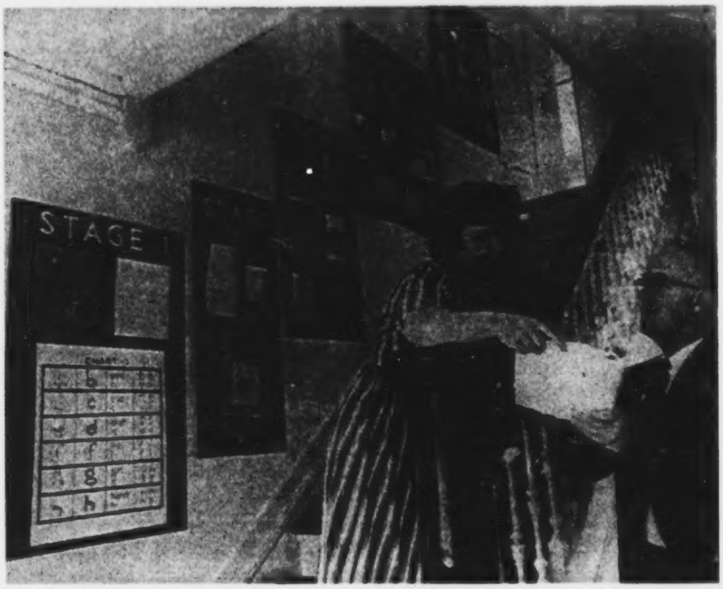
6. Illustrations are very important. You need good photographs or art work that aren't childish and give clues to the content of the information.

7. There are no pat answers to this kind of writing. Readability formulas or word lists will not do your thinking for you. This writing is a compromise requiring your constant judgment as to what is easy enough and short enough for the reader and what is exactly accurate. Deciding "what to leave out" is often one of your most important editorial tasks.

8. There is some danger in becoming a propaganda publisher for what society thinks the new reader needs. Don't try to print just the "good news." Your readers are adults and will know if you present an unrealistic world. Allow them to do their own thinking.

Caroline Blakely and her children, (l to r) **Charles, David, John, Carol** and **Donna**, get ready for her Syracuse University graduation in 1960.

"MA" in Journalism



Caroline and **Dr. Bob** at Laubach Literacy offices on Harrison Street, ca. 1962

Caroline, 1993

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9. Here are some of the things I've learned about my readers: These are a very diversified group of individuals--young, old, a racial mix of black, white, Native American, Spanish American, and foreign-born. Since many have a pattern of failure, they will have short-term goals, expecting some early satisfactory results. Most of them have a great deal of courage and stamina because they have endured a lot.

10. Expect to find your own lives changed by working with these people. Mine has changed for the better, I think. I now have a Native American daughter-in-law, a black son-in-law, and an Arabic granddaughter, as well as several other family members.

My world has been greatly expanded.

TOWARD WORLD LITERACY

Caroline Blakely among her literacy journalism books.

Chapter 12

A Lifetime with Literacy Journalism

by Robert S. Laubach

The director of Literacy Journalism at Syracuse University speaks with pride of the 30-year program and its alumni.

Though I've been retired more than ten years, I still go around the nation to 20 or more Laubach Literacy Councils each year, telling them the history of the Laubach Literacy movement.

When I was a young teenager in the Philippines in the early 1930s, my father, Frank C. Laubach, began his literacy work among a group of Muslims called the Maranaos. That work grew into the still very active worldwide movement known as Each One Teach One.

The mission had a printing press. I was the only American in the provincial high school, and after school and on Saturdays I learned how to set type the "old-fashioned way," assembling one piece of type on the "stick" at a time. And I enjoyed pumping the foot treadle press, taking out one sheet and putting another into the open clam shell before it closed to print another sheet. My contribution probably was minimal in the total effort, which by 1933 was printing a million pages a year in the Maranao language, for the new readers of Lanao Province on the island of Mindanao.

Literacy and Literature Go Hand-in-Hand

A literacy principle I saw in action then has been ingrained in me ever since: literacy--teaching men and women to read in their own language--must be accompanied by literature--easy-to-read materials on a wide variety of subjects.

That, briefly, is literacy journalism: using the skills of literacy and writing to help men and women help themselves to a better life.

I got printers' ink under my fingernails in the Philippines at an early age, and really never strayed far from journalism. (In the present age of computers, a new metaphor should be developed to replace the "printers' ink under your fingernails" as the beginning of the love of the profession.)

I finished Lanao High School in 1935, Wyoming Seminary (a prep school in Kingston, Pennsylvania) in 1936, and did my undergraduate studies at Princeton University and Wooster College ('41), Ohio. I had already registered for the draft as a conscientious objector, having been schooled in pacifism by my parents. I spent four years during World War II in Civilian Public Service Camps, administered by the Quakers.

In 1946 I began working with my father in the Committee on World Literacy and Christian Literature, a committee he had helped start in the National Council of Churches. I traveled on his literacy teams from 1947 to 1951: two extensive trips through Africa and two through Asia, helping missions and governments start literacy programs along the Each One Teach One lines.

Around the World, I See the Need for Simple Writing

Everywhere, I saw what the new literates needed: simply written books, magazines and newspapers. Too often "mass literacy campaigns" had been held, teaching people to read by the thousands. Researchers a year or two afterwards would find a great relapse into illiteracy, for there had been little or no reading materials for the new readers.

Some experts ridiculed adult literacy as a waste of time and money, as people forgot soon after they learned. Literacy teaching, we knew, was only half of the answer.

Along with literacy must always go adequate and appropriate literature for new literates. Because of my father's visit to Syracuse University a year or two earlier, I chose to come to the School of Journalism in the fall of 1951 to pursue my love of journalism. I had no inkling that this journey up the Hudson River on the New York Central train would result in a career in literacy and in literacy journalism.

My fellow classmates (names mentioned in Chapter 1) were from a variety of countries; they had come to the School of Journalism thinking they would learn about literacy and journalism. As there was no such course in 1951, they went to Dean Wesley C. Clark to ask if I might teach such a course, as I had already had five years' experience in literacy in many parts of the world.

The first course, in the spring of 1952, was taught as one of Dr. Robert Root's magazine courses; we were experimenting with "Writing for New Literates." That was the beginning. In the fall of 1952 I continued teaching a similar course. Each year thereafter the course was refined, and the "Techniques of Literacy" course was added, making a two-course core around which students wove studies in magazine and news writing, research methods, graphic arts, advertising, publishing and other skills to make a well-rounded Master of Arts in Journalism degree.

The thesis in the M.A. program was optional at the School of Journalism. I encouraged my students to write a thesis, and over the years directed a number of theses dealing with problems of literacy or journalism, usually in developing countries. Some years later, when the Ph.D. degree was added in the S. I. Newhouse School of Public Communications, I advised a dozen Ph.D. candidates, either in Communications or in the School of Education.

I Settle Into Family and Academic Life

Once I began teaching at the university, Dean Clark urged me to study for a Ph.D. I felt that I should combine understanding of journalism, gained with my M.A. in that discipline, with some knowledge of education and the teaching of reading. So my Ph.D., awarded in 1963, was in the S.U. School of Education, with a major in the teaching of reading, and minors in adult psychology and adult education.

In addition to settling into a career in the early 1950s, I settled domestically also. In the summer of 1952, I met the former Frances Brown of North Carolina; we were married in December 1953. We raised four children, always living within ten

(Left) **Dr. Bob's** family in 1966. Standing: Frank and Frances Laubach. Seated: Charles, Ann, Laura, Bob, Emily and Effa Laubach.

(Below) **Dr. Bob's** family in June 1994, at the wedding in Cyprus of his son, Charles, and Aida Tabshouri: Bob, Emily (living in San Francisco); Charles and Aida (living in Abu Dhabi, UAE); Ramón, Laura and their children Ione and Antxon (in Pamplona, Spain) and Lou and Ann Jannazo and their son Dominic (living in Columbus, Ohio).

minutes' walk of the university. Fran died in October 1988 in a car accident; I still live in the same university area home. I have always enjoyed travel, which is fortunate: now I have to visit Ohio or California or Spain or the United Arab Emirates to see my son, three daughters, two sons-in-law, a daughter-in-law, and, as of 1996, six grandchildren.

In the 1950s and early '60s, Syracuse University ran a summer school at Chautauqua Institution, on Lake Chautauqua in the western part of New York State. For eight years, until the university withdrew from Chautauqua in 1963, I taught two summer sessions there: two three-week courses, three hours daily, one course on literacy and one on writing for new literates.

Mission boards were interested in training in literacy journalism. Some summers I would have 30 or 40 in my classes; men and women on furlough taking advantage of the accelerated courses. The religious and cultural events at Chautauqua enriched their experience, and "mission homes" could accommodate missionaries and their families. Several persons who started studying at Chautauqua continued working toward their M.A. in regular sessions on the S.U. campus.

Literacy Journalism Attracts Many Agencies

Our literacy journalism training, almost unique in the United States, drew the attention, not only of mission boards, but of various state and local government agencies. With the aid of several graduate assistants, we conducted literacy and writers' workshops often at off-campus sites. A few examples: the Welfare Department of New York City; New York State Extension Services, in Ithaca, New York; the Southern Baptist Home Missions, in Nashville, Tennessee, and Glorietta, New Mexico; the Onondaga County Health Department, Syracuse, New York; and the editorial staff of the Church of Latter Day Saints, Salt Lake City, Utah.

A parallel development to my teaching was the growth of the headquarters of Laubach Literacy International in Syracuse. My father retired from mission work in 1955, at the age of 70. His early English literacy primer, Streamlined English, had been in print since 1946 and had drawn adherents around the nation. Many of these

"Laubach tutors" implored Frank Laubach to start an organization to ensure the long life of Each one Teach One. These entreaties led to "Laubach Literacy and Mission Fund," the present Laubach Literacy International. The first office was next door to my parents' tiny apartment in New York City; then the office moved to Washington, DC, in an attempt to get the U.S. government to aid in international literacy efforts.

The Beginnings of New Readers Press

Meanwhile, in Syracuse, I had an especially active class in 1959, when Caroline Blakely came to the School of Journalism. Class writings led (as told in detail elsewhere) to the infant newspaper for new readers, News for You. The newspaper and five booklets in easy English were published, becoming the start of New Readers Press, an enterprise funded until 1963 from my savings.

In the early 1960s rising expenses in Washington and failure to get government grants for literacy led the board of Laubach Literacy to seek a new headquarters. I found a house which the university would rent for $100 a month; beginning in 1963 the office began moving to Syracuse. The same year I sold News for You and New Readers Press to Laubach Literacy for just what I had invested. That year was a banner year, with my new Ph.D. and an eight-week literacy trip through Africa for me and Fran, on top of everything else.

In the '60s I helped nurture New Readers Press and Laubach Literacy. Growth in that decade was slow. I spent days mostly at my desk at Laubach Literacy; capable men and women were developing New Readers Press. One or two evenings a week I would teach my courses at the university; I sometimes referred to that jokingly as my "moonlighting job." Salaries were at a minimum; the board of Laubach Literacy each year noted my meager university salary when setting my Laubach Literacy paycheck. But we survived. I have always been a "missionary at heart," and have always put the mission of literacy above personal gain.

Literacy After the Death of Frank Laubach

A crisis came in June 1970 with the death of my father. My father and I had planned a trip to Southern Africa the month he died. My wife and I carried out the trip; everywhere we heard stories like this, told by a wrinkled old man, speaking through an interpreter in a village in Rhodesia (now Zimbabwe):

> *"Many years ago your father, the Grand Old Man, came here and showed us the Light of Literacy. We have been brighter ever since."*

With accolades like that from deep within Africa ringing in our hearts, we carried on. Some pessimists predicted the demise of the Laubach movement following my father's death. But we made it through, and within a couple of years we were certain that Laubach literacy services to the world would go on. Gradual growth continued in Laubach Literacy in the '70s, with income from New Readers Press providing most of the revenues.

The Beginning of the End of Literacy Journalism

In the late '70s there was a decline in my teaching of literacy journalism--not in the quality of the students, nor in my enthusiasm, but in the numbers of graduate students. Budgets became tight everywhere; missions sent fewer students to S.U. Referrals dropped off from Intermedia (the former Committee on World Literacy and Christian Literature of the National Council of Churches), which had channeled a number of students to Syracuse in the early years. Other higher education institutions, as Baylor and Wheaton, developed "literacy education" curricula, perhaps with a denominational flavor more in tune with their missionaries than might have been found at the more secular Syracuse University.

The reasons for the decline were numerous. I realize I don't have the charisma my father did (in the '70s and '80s I struggled to become my own person). Perhaps I might have done more to "sell" the program to my fellow faculty members, to the university administration, and to my colleagues in Laubach Literacy International. Religious Journalism and Literacy Journalism were misunderstood step-sisters in the school. To my faculty colleagues I may have consciously or unconsciously assumed the mien of the scorned step-sister. The demise of Religious Journalism came first (as Dr. Wolseley points out); perhaps I may take comfort that Literacy Journalism survived almost a decade longer.

Finally, when the new wonders of electronic communications grabbed everyone's attention, my program was doomed. However, with all the TV and computer wizardry covering the earth, literacy and basic writing are still important. I know that teaching those disciplines will return to universities again.

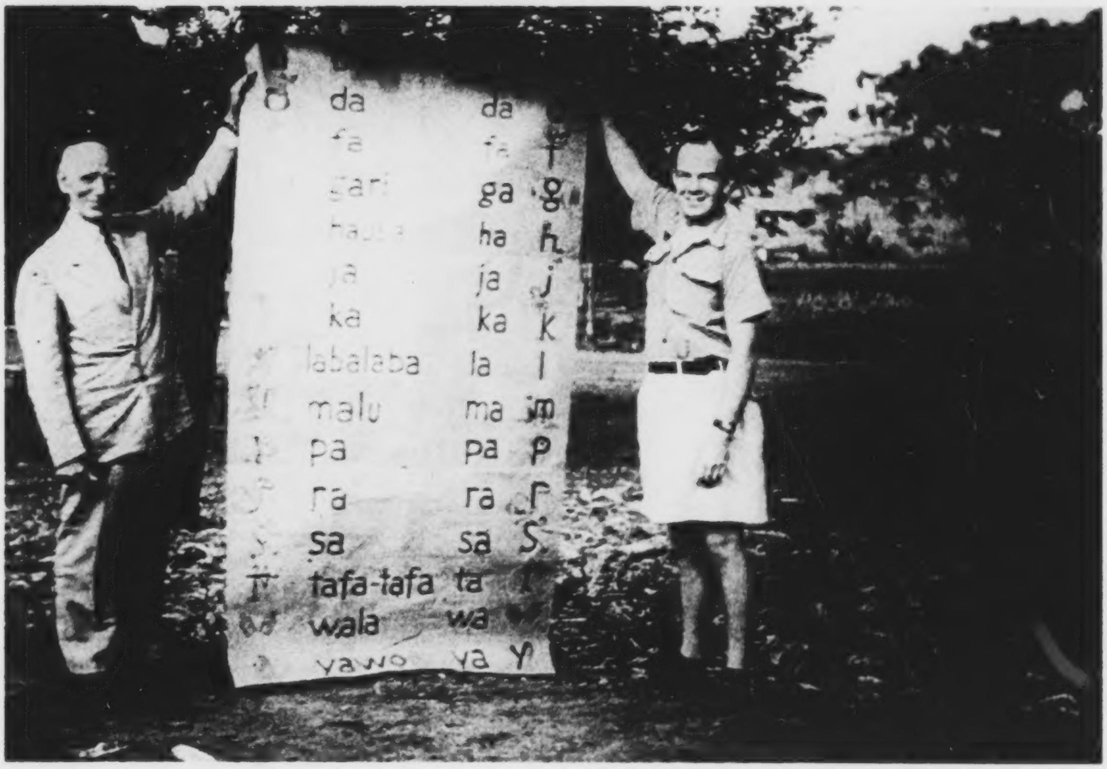
"Retired" in Name Only

My "retirement" came with the closing of the Literacy Journalism program after the spring 1981 semester. There was no university recognition of its closing, or of the end of my teaching. I shall always be grateful to my Laubach Literacy colleagues Ed Pitts and Caroline Blakely, who staged a surprise brunch for me. About 80 persons came, from as far as the U.S. west coast--former students, and faculty colleagues, including Dean Wesley C. Clark, and Professors Roland E. Wolseley, Alexander N. Charters and David E. Norton.

Following thirty of the best years of my life, 1981 and '82 were the roughest. Literacy Journalism went by the boards first. In the early '80s the world experienced a severe recession; income and expenses were out of sync in Laubach Literacy International. Attempts in the late '70s to bring a dramatic increase in revenues had failed; the fund-raising attempts themselves were costly. Differences of opinion as to future directions existed between me, as president, and several key staff members. Conflicting recommendations were made to the board of trustees; in May 1982, the board reached its decision: to relieve me of the presidency and appoint me to the board for life. I did not contest the decision for I did not want to create a schism within the organization bearing my family name.

ROTARY LEARNING CENTER

Dr. Bob still likes to go on literacy safaris. (Above) He's in Beloit, Wisconsin, April 1994, with Diane Beilke, of the Stateline Literacy Council, at their Rotary-built Learning Center, an affiliate with Laubach Literacy. (Below) 1948, with his Dad in the Belgian Congo (now Zaire)..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yawo ya y

This is my first public statement on the events of 1982, written almost 12 years later. Time, and the death of my wife in 1988, have mellowed my emotions.

Abruptly, my complete retirement began at age 63. Perhaps 63 is an average retirement age in the United States. But I was one who was trying to emulate the career of his father, a man who never really "retired" and who had planned a literacy trip to Africa--the very week he died--at the age of almost 86.

In my 75-year-old mind I have not retired either. I spend perhaps a fourth of my time visiting Laubach Literacy volunteer councils around the nation, 25 or more each year. Often I begin my talks to Laubach tutors and students by saying that I'm a volunteer too. Moreover:

I'm "retired," but not "tired."

My life in the past decade has been more than full. Gradually, and with professional counseling, I have almost been able to surmount three wrenching events of the '80s: the loss of both my teaching and professional literacy jobs, and my wife's death. My children have been very supportive; now they are on their own, scattered around the world as noted above. My life is full of travel (to children, literacy centers, and just for the fun of conducting tours abroad), writing, and, appropriate for a literacy man, trying to master computer literacy. (This book is my first desk top publishing effort.)

Taking the Long View

I can observe literacy and literacy journalism from the inside and from the outside, and from the perspective of 60 years. What I see gives me confidence. The nation has put literacy on the agenda for public attention.

New Readers Press, an infant in my own home 35 years ago, now contributes mightily to the outreach of Laubach Literacy International, which deservedly claims to be "Number One in Literacy."

True, there is no teaching now of literacy journalism at Syracuse University nor at any other college or university I know of. But I know that many of the skills continue to be taught; my own former students have written textbooks, writers' guides and other manuals. They have produced for new readers many books, magazines, newspapers, and radio and television programs. Almost monthly I receive new examples of writings for new literates produced by my students around the nation and around the world.

The discipline of literacy journalism continues, but in other forms. I am sure that everyone in the field of literacy holds strongly to the belief that my father discovered back in the Philippines in the 1930s: Literacy and Literature must always go hand-in-hand. That is the heart of literacy journalism.

It's my hope that literacy journalism may once again be taught in universities and colleges, in the United States and abroad.

Meanwhile, the sight of literacy journalism still thriving, in one form or other, is reassuring.

The literacy team in Africa, 1948: **Bob, Karen Olsen, Frank C. Laubach, Norma Bloomquist (Brookheart), Herold Olsen.**

Appendices

Appendix A

Summaries of Careers of Alumni

James M. Albright M.S. '62 For many years I have been in public affairs with Eastman Kodak, currently as coordinator, U.S. Sports Programs. Shortly after my master's degree I worked as a publicist in the plastics division of General Electric in Pittsfield, MA. I have been with Kodak since 1970, and during these years I have written more than 200 articles on sports for such groups as the American Football Coaches Association, Sports Information Directors of America, Basketball Writers of America, Football Writers of America, Track and Field Writers of America, and the National Association of Stock Car Racing. I belong to the Rochester, NY, Press and Radio Club, and the Downtown Athletic Club of New York City. I am married; my wife, Evelyn, and I have three children.

Sharif al Mujahid '68, '70, Head Department of Communication, International Islamic University, Malaysia (1990-93). I was educated at Madras, Stanford, McGill and Syracuse universities. I have worked in various editorial positions in newspapers and feature syndicates in India, Pakistan, Canada, and the U.S. I established the Department of Journalism at the University of Karachi in 1955, and was its Founding Head until 1972. I became professor of Journalism in 1972.

In 1964, and during 1968 and 1969, I was visiting Asian Professor at Bradley University (Peoria, Il.), and at the State University of New York at Buffalo, where I taught South Asian history and politics.

In 1976 I established the Quaid-i-Azam Academy, a research institute, at Karachi; and was its Founding Director for thirteen years. During this period, I pioneered research studies on the Muslim freedom movement and the founding fathers of Pakistan.

In 1981 I was offered editorship of Arabia (London), and in 1984 visiting Professorship at the Centre for South Asian Studies, Jawaharlal Nehru University, New Dehli. In 1987 I was elected Senior Research Fellow by St. Antony's College, Oxford. In 1990 I established the Department of Communication at the International Islamic University, Malaysia, and was its Founding Head for three years.

My publications include four major and thirteen minor works, eight edited works, 34 chapters in edited works, 31 papers and some 40 review articles in journals, and some seventy articles in seven encyclopaedias and yearbooks (including Collier's Encyclopaedia and The Far East and Australasia). Some of my books and papers have been translated into Arabic, Persian, French, Spanish, and Portuguese, besides Pakistani languages. One of my works, Quaid-i-Azam Jinnah: Studies in Interpretation, was adjudged as the best work on Pakistan's founder published during 1940-81 and was awarded the President's Award on Best Books on the Quaid-i-Azam; this is the only work to be given the Award since it was set up in 1981. I have presented papers to twenty-four international and regional conferences, and served on the editorial boards of several journals. Since 1986 I have served as co-editor of Unesco's "History of the Scientific and Cultural History of Mankind", Volume VI.

My current position is Director, Archives of Freedom Movement, University of Karachi.

William Charles Atherton M.A. '63-'64 I was a literacy coordinator in the Philippines from 1966 to 1971. My wife and I collected and wrote the 30-year history of the work of Wycliffe Bible Translators in the Philippines. Then we returned to the Wycliffe Bible Institute in California for various jobs. Both of us were honored in 1992 for 40 years of service to the mission.

Eleanor Hubbard Ayer B.A. '69 M.A. '70 I was a graduate assistant editor of News for You, and after graduation was assistant editor of Jackson Hole Guide, weekly newspaper for Jackson, WY, and worked for Pruett Publishing Co., Boulder, CO and Shields Publishing Co., Fort Collins, CO. In 1972 I was co-founder of Jende-Hagan, Inc., a book distribution firm specializing in Western Americana. In 1980 the company began publishing under the imprint Platte 'n Press; I coordinated all of the editorial and marketing functions. In 1984 Renaissance House was launched, to publish books both of regional and national interest--non-fiction with an historical base. I conceived and developed The Colorado Traveler series and The Arizona Traveler series, which have sold more than 140,000 copies. Renaissance House currently has 50 titles in print. I am responsible for editorial development, author relations and marketing coordination for each of these books. I have received the "Top Hand Award" from the Colorado Authors' League for three different books. I am married and have two children, ages 13 and 17.

Katherine Bartels Baer M.A. '64-'66 My life since S.U. divides roughly into thirds: One: 1966-74; days of early marriage, with an 18-month stint in rural Tanzania. My husband, Ken, teaching at Emory U. in Atlanta, and I raised two girls (Katherine, born 1969, and Rachel, 1973). I wrote several pamphlets, published by New Readers Press.

Two: 1974-84; re-entry in the world of work in medical journalism, for nine years with a national medical communications company; I aimed to make the language readable and coherent. I became executive editor of the company. I worked on an M.A. in public health at Emory U., eventually becoming an adjunct professor, teaching communications skills for public health professionals.

Three: 1984 to present; amicably divorced; launched a free-lance career in writing and teaching writing; went to Hiroshima, Japan, to work for a translation firm. I'm currently working for a consulting firm providing public health policy analysis for government agencies. My oldest daughter is with an environmental organization in Costa Rica, and the other is in college. I still care passionately about good writing.

Linda Wagner Bickel '79-'80 I came to literacy journalism in 1979 as a middle school reading teacher, hoping to blend a new career direction with what I already knew. As it turned out, I stayed in education; from 1979 to 1981 I taught remedial reading in Liverpool, NY, middle schools. Then I became a graduate assistant in the School of Education of S.U., working under Dr. Margaret Early, writing on secondary reading, a research project, and exploring the then new uses of computers for reading and writing instruction. At S.U. I taught a course in children's literature. In the 1980s I have had a variety of teaching assignments in the Liverpool school district, and have taught at Cayuga and Onondaga Community colleges. The common thread through my career has been to help students become more active learners, to guide them in actively constructing meaning in their reading, writing and study.

Caroline Miller Blakely M.A. '58-'59 I list my occupation as literacy journalist, retired. This has involved a number of disciplines: editor, writer, educator, social worker, dreamer and occasionally protestor against the status quo. I came to S. U. in 1958 because I thought adult literacy was an absolute requisite for the development of the have-nots of the world. I had read of the literacy work Dr. Frank Laubach had done in so many Third-World countries. I thought I could be a part of that.

I was a 36-year-old widow with five children, and had just completed my B.A. at Bethel College, the Cumberland Presbyterian college in McKenzie, TN, where I had grown up. I thought that literacy training would allow me to stay at home, raise my children and write for new readers.

Instead, in 1960 I became the first paid employee of Laubach Literacy, as editor of News for You. I helped Bob Laubach in the development of New Readers Press and after it became the publishing division of Laubach Literacy International, I was the editorial director. I held that position until 1982.During this time, we had the satisfaction of seeing our publishing business become known and respected, the first national publisher for adult and teenage new readers. Other publishers followed to serve this hitherto almost forgotten readership.

The most important part of what I gained from this part of my life's work has been growth in knowing the world, and the people I worked with and for.

Robert D. Bontrager M.A. '55 Ph.D. '65-'68 My wife, Mabel, and I were in Zaire, Africa, from 1956 to 1965. I was publications secretary for the Congo Protestant Council, and directed publications at La Librarie Evangelique in Congo. We published a good number of booklets for new readers in two African languages--Kikongo and Lingala. In addition, we printed and distributed materials for all the Protestant groups in some 20 languages. After getting my doctorate, I started teaching journalism at Kansas State U. I directed the graduate program until I retired in 1989 and became associate director emeritus.

Norman Bjorn Bredesen M.A. '52 I have been an editor at the National Center for Health Service Research in Washington, DC. I have published nothing relevant to literacy journalism. My one semester in Literacy Journalism made me aware of the fact that only trained people could effectively advise illiterates on any aspect of their lives.

Carol Gratrix Brinneman M.A. I have been a literacy/literature missionary in Togo, West Africa, for Wycliffe Bible Translators. My husband, Neal, and I have been working on the translation of the New Testament for the Loma people in West Africa. Preparations are under way for its publishing and dedication. We have also published several new books for Loma literacy. We are helping to plan a literacy program in Kande, Togo.

Marjorie J. Buck '60 In August 1953, I joined Wycliffe Bible Translators and began working with the Amuzgo Indians of Xochistlahuaca, Guerrero, in southern Mexico. I soon began making literacy materials, and felt the need for more training. I visited Syracuse to take a remedial reading course and learned of the Literacy Journalism program. Upon my return to Mexico I completed the Amuzgo primers, taught reading classes and trained others to write for people in their own languages. I have worked in the candidate department for the Summer Institute of Linguistics, and have given lectures on literacy and writing for new literates. I am presently preparing the grammar write-up for the Amuzgo-Spanish Dictionary for the language of San Pedro Amuzgos, Oaxaca. I have also worked on the grammar of Amuzgo of Xochistlahuaca, Guerrero.

Marian Elinor Underwood Buda '80-'81 I was born in Austin, TX, in 1954 and moved to Syracuse at the age of five, when my father took a position as director of the S. U. Press. Apart from a year in Cannes, France, when I was 10, I remained in Syracuse until I was 16, when I went to England. I spent two years in a small, progressive boarding school, then went to college in England, obtaining a B. A. Degree from Durham University in English and Education.

I came back to the U.S. to take a job in Oklahoma as an editor in a big educational publishing house, The Economy Company. The experience at Economy opened my eyes to the pressures operating on educational publishers: the need to satisfy not only readability standards but a broad spectrum of pressure groups--women's groups, senior citizens, ethnic groups, handicapped rights' groups, environmentalists, Creationists, "childless family" groups--the list is formidable.

After moving back to Syracuse, I contacted Dr. Bob Laubach about a job at Laubach Literacy. He offered me an assistantship in the Literacy Journalism courses at Newhouse, an offer I gratefully accepted. The program, and particularly Dr. Bob's classes, presented a view of educational publishing very different from what I had concentrated on at Economy. The new vision was powered by the concept of service over profit and infused with the mission of teaching and fostering reading worldwide. Literacy was seen as a means of empowering new readers for social change, as an outgrowth of, rather than an imposition on, their particular culture.

I served my assistantship working on News for You and remained on the staff of the newspaper as an associate editor after receiving my M.A. in Literacy Journalism. My years there gave me the opportunity to put into practice the skills Dr. Bob and others, notably Caroline Blakely and Nancy Gridley, the editors of News for You, had taught me. Since I quit in 1981 I have worked as full-time mother, keeping my hand in the world of publishing as a freelance editor. Both of these jobs keep me busy.

Edwin C. Carlson Chautauqua '60 I am a graduate of Pittsburgh Theological Seminary, with special interest in literacy and literature. Although I taught in the Sudan and visited missions in Ethiopia, Egypt and the Middle East, my major contribution has been in Pakistan, where my wife, Audrey, and I went in 1963. Since 1972 I have been deputy director of Publications and Audio Visuals for the Adult Basic Education Society (ABES), in Lahore, Pakistan. A staff of 15 produces over 500 printing jobs a year and sells 500,000 books, including literacy, health and religious literature. Audio and video cassettes are part of the complete communications kit. In 1990 our ABES program received the UNESCO literacy prize.

Ton-Shun (Tom) Chang M.A. '53 I met Bob Laubach in the fall of 1951 when we both registered as grad students in the SU School of Journalism. I had worked with the United States information Agency in Nanjing, and left in the mid-1940s for Hong Kong when the agency withdrew from China.

I was in Bob's first literacy journalism class in the spring of 1952. Following my graduation with an M.A. in journalism, I worked on several central New York newspapers, in Addison, Canandaigua, Seneca Falls, Oneida and Elmira. In Elmira I married the former Beverly Lawson, when we were both working on the Elmira Star-Gazette.

From 1963 to 1983 I taught journalism, mass media and English in the high school of Vestal, NY. I was the advisor to the student newspaper, and my high school won several prizes at the Empire State School Press Association conferences held annually at Syracuse University.

We have three children. Our son Jeffrey has studied Chinese and history at UCLA, and presently teaches public school in Los Angeles. Our older daughter Kimberly received her Ph.D. from SU in the social sciences, and now teaches at the Hong Kong University of Science and Technology. Our younger daughter Emily is studying dentistry at the University of Buffalo.

I retired in 1983. I continue to serve on the board of directors of Broome County Teachers' Federal Credit Union. I am active in the Chinese Arts Association and the American Civics Association. I do my bit to educate Americans about China by leading them on month-long "in depth" tours of China. By 1995 more than 250 American friends have accompanied me on 10 China tours. I also serve as a bridge between China and the Souther Tier of New York by hosting engineers from China who come for short-term training in Binghamton area industries.

Without my journalism training (and practice in clear writing in the literacy journalism classes) I would not have been able to succeed with my career in a new country and a new language.

Cynthia Stokes Chideya M.S. Since I left S.U., I have been a newspaper journalist, a laboratory scientist, a public school teacher, and, of course, a mother. I did this in Zambia, Africa, New York City, and Baltimore, MD.

Cheryl Lynn Cook M.A. '72 I have worked in two fields in the past 15 years - advertising and PC instructor. In advertising, I have worked as ad manager for companies, owned my own agency, and am currently an ad executive for a small Houston agency billing about $5 million per year.

In PC's, I have taught word processing and spreadsheet software (all types) for the past ten years, including working as a part time computer instructor for the University of Houston since 1988.

That's about it! I have two lovely teenaged daughters and never remarried.

Louise Crawford M.A. '56 I taught English at Tungha University in Taiwan Theological College; I also started a simple journalism course there. I had a two-year contract there with Syracuse-in-Asia, but stayed for almost 20 years as a missionary for the Women's Division of the United Methodist Church. After returning to the U.S. for two years, I returned to Taiwan to work for the Taipei YWCA for two more years. I wrote several textbooks in Taipei, which have not, as yet, been printed. One is titled A Freshman English Reader. Although these were not written for new readers, I used principles of writing to be understood by readers.

Robert H. Crawford M.A. '53, Ph.D. '67 After graduation, my first job was for the Philippine Federation of Christian Churches. For 12 years I directed the Literature Department, which annually published up to 125 books in six languages. These included three magazines, curriculum and literacy materials, and hymnals.

Then for two years I worked on distribution of Christian materials in Indonesia. After getting my doctor's degree, I taught at Cornell U. for 12 years, specializing in communication in developing nations. During these years, I also had 10 or 12 U.S. Agency of International Development consulting assignments. After an early retirement, I started and still manage my real estate investment company, in Phoenix, AZ.

Arthur M. Davis M.A. '67-'68 Since 1976 I've been teaching and developing curriculum materials to teach the Pokot people of Kenya to read and write. After leaving Syracuse University I worked for the Syracuse, NY, Herald-Journal for two years, the Lancaster, PA, Intelligencer-Journal for a year. Then I went to Kenya and worked four years on publications of the Africa Inland Mission. More recently I've been the administrator for 50 Kenya missionaries, and then in charge of 250 expatriate missionaries. In 1993 I returned to work among the Pokot people.

Nancy Raines Day M.A. '73-74 After getting my master's degree I married Ken Day. We spent the next two years in Greenwich, CT, where I worked as an editor for an aviation magazine and wrote my first book for New Readers Press, Tobacco: Facts for Decisions. I also started tutoring my first literacy student.

Then we made a long move to San Francisco, where I wrote my second book for New Readers Press, Help Yourself to Health. I began specializing in medical writing, preparing illustrated pamphlets for doctors and hospitals to give to patients to explain diseases, or surgery they are about to undergo. This was a natural outlet for my skills in simplifying complex subjects and my desire to help people. When Meghan, now 12, was born, we moved to Sonoma, CA, a historic town in wine country. I read so many children's books when she was young that I was inspried to write my own. After nine years of seeking a publisher, Scholastic will publish my retold Ethiopian folktale. We had another child, Jesse, now 8.

When I became fascinated with Syracuse's Literacy Journalism program 20 years ago, I wasn't sure just where it would take me. It's amazing how it's helped me--both in my health and medical writing, and in writing for children, in ways that I could not then foresee.

Shashikumar Jayachandra Dethe M.A. '60-'61 My return to India in 1963 began a brief but intensive affair with journalism in education. I taught advertising theory and practice, communication theories, graphic arts and writing for neo-literates at Hislop College, Nagpur. This prepared students for the post graduate degree in journalism offered by Nagpur U.

At Nagpur I met and married Geeta Thomas, who was a co-worker in the journalism program. The Hislop journalism courses were closed down in 1967 for lack of funds.

Geeta and I went to Bombay to seek our fortune. Geeta joined the public relations department of Sandez India, a subsidiary of the Swiss multi-national. She now heads the department. I joined Marketing Advertising Associates, an advertising agency, as an account executive. A year later I served the Hindustan Thompson Associates and soon became an account supervisor.

It was at HTA that I became interested in rural marketing. Pockets of wealth were emerging in the countryside as a result of the Five Year Plans. The agency's clients wanted a slice of this upcoming market. I worked on a campaign aimed at the rural sector for such clients as Philips and Voltas.

Five years later, in 1972, I joined Aiyars Advertising and Marketing as their Branch Manager in Bombay. The agency was in deep financial trouble. I had to switch from account servicing to finance. For the next 15 months, I looked after the restructuring and finances of Aiyars and Mass Communications & Marketing, an associate agency also in financial trouble. But nothing seemed to work and both agencies went into liquidation.

I then linked up with Dazzal Advertising. I became involved with the National Kidney Foundation (India) and helped to develop the research strategy for a study on attitudes towards organ donations. The findings encouraged the KNFI to launch an advertising campaign. This campaign won the "Campaign of the Year" award of the Advertising Club in Bombay.

But my stay in Dazzal was brief, just 14 months. I then joined Vision Advertising and Marketing, where I was in charge of operations. The general election of 1977 gave us the chance to work in political advertising. With Ulka Advertising, we prepared a mass media campaign for the Janata Party. Not that this campaign did much good. The Janata party lost.

Since 1986 I have been on my own, operating under the name of Locus. I began as a creative and productive consultant. Presently, the focus is on software. I have prepared user manuals for Locus, a software package developed for Tandon Associates and TELOC-AS for Hassler of Switzerland. I am working now on the designing of a bespoke package for the Nephrology Department of KEM Hospital in Bombay.

Maryanne Adams Dittmar M.A. '74 While at S.U. I worked for certification in Special Education, specializing in mental retardation. While studying, I became a Laubach student assistant, working 20 hours a week in editing and laying out monthly issues of The Pointer, a magazine for special education teachers. Since graduation, I have been a Special Education teacher in the public school system of Cato, Port Byron, and Oswego, NY. I am presently a high school Resource and Option I teacher.

Olivier Dubuis '58 I worked for 10 years as a typographer in Lausanne and Zurich, Switzerland, while occasionally contributing to the newspaper The Gutenberg. Then I responded to a small announcement in one of The Gutenberg columns advertizing a position in a printshop in a mission in southern Africa. It was to be a three-year position as a workshop foreman of typsetting. Thus began my 35-year adventure, which would completely transform my vision of the world, of men, and of myself.

I was hired by the former Parisian Society of Evangelical Missions in 1954 to work in its printing press in Morija, Lesotho. At the time, Lesotho was a small, mountainous kingdom, surrounded by the Union of South Africa, and was known as Basutoland, a protectorate of Great Britain.

The press where I worked printed mostly school textbooks, hymnals, portions of the Bible, and some literacy works--in not fewer than 36 languages. The press was directed by two other Swiss men, and had a half dozen European workers and about 80 Africans. Every year they turned out a new edition of the bestseller, Chaka, written by Thomas Mafolo, a former employee of the publishing house. This work was so successful that the editor was able to use the profits to launch several other new authors. They also published a dictionary and grammar book in the Sesotho language, and a newspaper in that language, Leselinyana ("The Little Light").

After my three-year contract expired, I was asked to take over the direction of Leselinyana. I left this position in 1960, principally because I was never able to master the complex Sesotho language, which, with its oral traditions, had multiple nuances and implications.

I took a job in what was then known as Northern Rhodesia (now Zambia), at the new African Center of Literature, at Kitwe, where I started and directed the Francophone Section. I worked there until 1975, with a three-and-a-half year interruption due to the civil war in neighboring Katanga (now called Shaba). During this 13-year period I also served as a member of the staff of Semeur Vaudois, a weekly publication of the Swiss National Church before its fusion with the Free Church.

The target audiences of the African Center of Literature were the new literates. The books and newspapers that the center produced dealt with the readers' daily interests and were written in a relatively simple style in the vernacular languages. I applied principles in writing for new literates I had learned in the Literacy Journalism program at S.U.

The center also encouraged Africans to collect and write their heritage of proverbs, stories, songs, legends and myths, and not simply to imitate Western literature. My position gave me many opportunities to travel, to Togo, Ruanda and many parts of Zaire.

From 1970 to '75 we lived on the campus of the School of Evangelical Theology, in Kinshasa, Zaire, where I taught communications and French-African literature.

From September 1976 until my retirement in July 1990, I worked in Lauzanne, Switzerland, in the News and Information Secretariat of the French Swiss Protestant Church Missionary Department. My new assignments were logical follow-ups to previous work. The Missionary Department collaborated with the Evangelical Community of Apostolic Action, and with the Ecumenical Council of Churches. I became familiar with the work in other continents, and in the island nation of Madagascar.

In 1979 a group of us began the magazine New World to try to sensitize citizens to their obligations to the world--to help the church see its mission in international aid and development. In my experience I have learned that we need to persevere in trying to reshape public opinion, and that quick success is not to be expected.

In Africa, and elsewhere, it's important not to abandon projects too quickly, as rapid results cannot necessarily be obtained.

(Translated from French by Ann Laubach)

Kadamattu Eapen Eapen M.A. '56 (Ph.D. later at U. of Wisconsin) I have been teaching and conducting research in the field of communications studies, generally with reference to the role of media (both modern and traditional) in the less developed countries. I was the National Lecturer and, later, Professor Emeritus of the University Grants Commission of India. I have written two books, 12 book chapters, and about 100 articles within India and abroad, many on the role of communications and development. I headed the Journalism-Communications Department at Nagpur U., Bangalore U., and taught in Kerala, and was Ford Foundation consultant in New Delhi. I am a life member of the International Association for Mass Communications Research, the only one, as yet, from Afro-Asia or South America.

Ruth Eshenaur M.A. (Ph.D. later) I worked for a year as editor for the Conservative Baptist Foreign Mission Board in Wheaton, IL. Then I was an editor with Africa Inland Church in Kenya for three years, then an editor with Asia Theological Association in Taiwan for three years. Since then I have been professor in Communications and Christian Education at the Asian Center for Theological Studies and Mission, in Seoul, Korea. I was promoted to full professorship in 1990 and plan to teach in Korea for the next 10 years until my retirement.

Anita Bennett Failmezger M.A. '56 During my studies at the S.U. School of Journalism, before it was the Newhouse Communications School, I was assistant librarian, Following graduation I was a reporter for the Syracuse Post-Standard. My husband, Bob, is a lawyer. and we have always lived in Syracuse. We brought up four children, and I am now studying for an R.N. degree. My story is not exciting, but I use communications in my nursing!

Thomas Elmore Fountain M.A. '64-'65 Before coming to S.U., my wife, Iona, and I were missionaries to Indians, both in the U.S. and Mexico. I had started a Spanish language publishing house that published 25 books from 1952 to 1967. For the next four years we were in Honduras under the Conservative Board to conduct a literacy campaign and prepare reading materials. During this time I also held a two-week workshop under the auspices of OAS (Organization of American States), a writing workshop in Colombia, from which I wrote a book in Spanish, How to Prepare Reading Materials for Unskilled Readers. Then, because my wife was in poor health, we came back to the U.S.

In 1978 I began writing, in Spanish, 18 60-page books on Important Persons of the Bible. Most of these were written and published in the next two years and distributed to new readers in Honduras and to literacy students of our radio literacy campaign.

Eugenia Johnston Fuller M.A. I and my husband, Earl, have recently returned to the U.S. from Malaysia, where we were missionaries of Wycliffe Bible Translators for 30 years, working in Sabah, translating the new Testament and doing literacy work. Earl was 84 in March 1992. Our new assignment is literacy recruitment in the Southeast Regional Area; Wycliffe could place 200 literacy workers just in Africa.

Shirley Funnell M.A. '61-'63 I came to Syracuse from Canada and was the first student assistant in the Literacy Journalism program, working 20 hours a week on News for You and receiving remitted tuition fees from S.U. After graduating, I worked two years with London Bible College in Ontario, Canada, then had two years of graduate study in Linguistics and Jungle Camp to prepare me for going to the Philippines for Wycliffe Bible Translators.

For the first two years in the Philippines, I lived in northern Luzon, learning the language and working on primers to teach the Ifugao people to read in their own language. Then I was asked to manage the Publications Department, which was in charge of publishing all materials in more that 90 languages Wycliffe worked in. This included Scripture and literacy materials, such as primers, readers, health and agriculture books, folk tales, etc. The first New Testament translation was completed in 1975, and since then, much of my work has involved preparing for print the New Testaments we have completed in 32 languages. I now typeset these using computer and laser printing, so they are photo-ready for the printer. I have been in the Philippines 26 years in 1993.

Susan Goodrich Giffin '68-'69 I have done public relations and editing in several cities and published my first book in 1990, Good-bye Glasses. It is a consumer's guide to radial keratotomy, surgery to correct near-sightedness. I traveled to Moscow where this technique was developed and interviewed the doctor who did it.

D. Charlotte Fletcher Gillespie '58 I and my husband, George, were missionaries in India from 1959 to 1979 for the American Baptist Church. While there, I did the art work for the literacy primers. After we returned to the States, I was an editor for the American Baptist Women, in Old Forge, PA. Now I am doing public relations for the Board of International Ministries for the American Baptist Church.

George Julian Gillespie M.A. '58 Charlotte and I took the course, "Writing for New Literates" in the fall of 1958. Then, in the spring our first child was born, so Charlotte could not finish the work for her degree. I did, and we went immediately to northeast India where we worked with the Council of Baptist Churches in North East India. We learned the Assamese language, but helped in literature in many of the other language areas, working with literacy, literature production, Bible translations, bookselling and teaching writing.

I was the official literature worker, but Charlotte always had plenty of work to do with literature, and helping raise our three children. She did art work, which included research to see what each item looked like in that particular culture. I prepared literacy primers, in the style I had learned at Syracuse, in these languages: Garo, Manipuri, Rabba, and Yimchunger Maga .

We taught at Eastern Theological College in Jorhat from 1972 to 1977, when the Indian government ordered us to leave northeast India. Then we taught at the Theological College in Hyderabad in South India for two years. Since returning to the States, I have been in a doctoral program at Penn State and have published more than 30 articles, some as chapters in books, and some in psychological journals, on the visual phenomena of dreams, perceptions, hypnopompic imagery, and mystical experience.

Henry Ginn '70-'71 M.S. at U. of Atlanta, Ph.D. at the U. of California. My primary work has been in elementary education with some of my time and interest going to my religion, BaHa'i. My studies in library science qualified me for positions as media specialist during my career in public education.

My two years as an assistant for Laubach Literacy International in the S.U. Literacy Journalism program helped me with my interest in literacy. For work in these areas, I received the Outstanding Service to Children's Library Work Award, and the Service to Mankind Award in Literacy. I have also been active in the Esperanto League of North America Internatinal.

Frances Bontrager Greaser M.A. So sorry to hear the Literacy Journalism program has closed! Those classes and the Fellowship of Religious Journalism meetings at S.U. were some of the happiest occasions. I have been "bogged down" with teaching pediatrics at Goshen College, Goshen, IN. Your program taught me a respect and understanding for "new literates." I have assisted with literacy workshops and was the main speaker on occasions. People are awed when I tell them that I studied under Dr. Robert Laubach, and have personally met Dr. Frank! I have done considerable writing, but very little for the new reader. I am Director of Nursing in a school for mentally impaired, and for developmentally disabled.

Artemio R. Guillermo M.A. '53-'54 (Ph.D. later) Although my doctorate came from Northwestern U., my master's degree came from S.U. Since that journalism discipline, I have been a writer and consultant in public relations, planning and research. I taught communications studies at the U. of Northern Iowa, Arkansas State U., and Bowling Green State U. I have also been a lecturer with the Asian Visiting Professors Program of the U.S. Department of State, sharing my experience as a Philippine journalist with some graduate students at Cortland College, Cortland, NY, and Indiana U., Bloomington, IN.

One of my jobs in the Philippines was screening applicants for Fulbright Scholarships and counseling students going abroad. Much of my published writing has been concerned with journalism in the Philippines, public relations, and other journalism research, often in the religious press. My wife, Corazon, is a special education teacher and we have four professional daughters.

BEST COPY AVAILABLE

Samuel Habib M.A. in Journalism '54-'55 Since returning from Syracuse, I have continued my work as a Director General of the Coptic Evangelical Organization for Social Services (CEOSS) in Egypt. In 1980 I was elected President of the Protestant Churches in Egypt, in addition to my work with CEOSS.

I am married; my wife is Fawzia Fahim Ayad, President of the Evangelical Woman's Union in Egypt. My daughter Rozana is a pharmacist in Cairo, with a B.A. in Pharmacy. My son Rafik has earned a B.A. from the Faculty of Arts, an M.A. and Ph. D from the University of Cairo.

I was educated in the social sciences at American University, Cairo, and the Cairo Evangelical Theological Seminary, before going to Syracuse. In 1982 I studied for a doctorate in ministry at San Francisco Theological Seminary.

I was founder of CEOSS, of Christian Literature Publishing House, and the Organization for Developing Church Projects. Among other activities, I have held these volunteer positions:

Vice President to World Alliance for Reformed Churches (1977-'82)

Member, Central Committee of the World Association for Christian Communication (WACC), 1977-'86; on executive committe, 1984-'86.

General Secretary, Presbyterian Synod of the Nile of the Coptic Evangelical Church in Egypt, 1966-'83.

A founding member of the League of Muslim and Arabic Nations, headed by President Sadat, and President Mubarak, 1980-'82.

A member of the Christian Literature Development Agency of the World Council of Churches, 1977-'83.

Moderator of the Synod of the Nile, 1984-'85.

President, Egypt Evangelical Fellowship, 1984-present.

President, Organization for Developing Church Projects, 1981-present.

I represented the Synod of the Nile at several General Assemblies of the World Council of Churches; Evanston, IL, USA, 1954; Uppsala, Sweden, 1968; Nairobi, Kenya, 1975; Vancouver, BC, Canada, 1983; Canberra, Australia, 1991.

I received a D.D. from Muskingum College in 1982, and in 1992 a Certificate of Appreciation from the National Council of Churches of Christ, in New York.

Reuven Halevi (Bob Friedman) 1965-'66 In 1972 I had a "God experience" while teaching at the University of California, Santa Cruz. It started my search for the path to God.

First, Zen. I lived in a Zen Community in Mendeceno County, CA. I had a restaurant in Boonville there, and continued my search to become part of the Rainbow Nation, the happy movement in the '70s.

I had another God experience in the Galapagos Islands. In 1974 I came to Israel and lived as a Bedouin in Sinai and came to return to my roots in Judaism. I spent time learning and teaching at a Yeshiva and have since led individuals on tours to experience G-d, spiritually.

I feel a Center of Peace in my heart--continually dying to grow and come closer to God, and to serve the Creation.

Dr.Bob, I remember when I was with the Peace Corps in South America in 1963 and helped your Laubach literacy work in Colombia. My Peace Corps partner from those days lives a block from me in Jerusalem. I come to the U.S. each year to visit my father.

(Editor's note: For a Magical, Mystical Tour to the Land of Your Soul, write Reuven Halevi at P.O. Box 14015, Jerusalem 97500, Israel. Or call his US contact, Prof. Danny Matt, 510-848-9779.)

Thomas Kwamina Hanson 1980 I was born on January 3, 1931. I am married, with three children, ages 32, 27 and 25. I served my country 38 years, and retired in January 1991, on the grade of Assistant Director-Administration, NFED Regional Office, Ministry of Education, P.O. Box 99, Koforidua, Ghana. I am currently on a contract basis with the NFED/Ministry, with 18 years as an adult educator to my credit. Here is an outline of my experience:

Teaching Experience

1949-50	Untrained teacher, Anglican Primary School, Takoradi W/R
1951-52	Student teacher, Defunct Gov't Training College, Winneba C/R
1953-55	Teacher, Anglican Primary School, Suhum E/R
1956-57	Student teacher, Wesley College, Kumasi ASH/R
1958-61	Head teacher, Anglican Primary School, Akim-Odumasi E/R
1961-63	Head teacher, Anglican Primary School, Winneba C/R
1964-66	Student at Political Institute, Winneba C/R
1966-68	Head teacher, Anglican Middle School, Saltpond C/R
1968-71	Head teacher, Anglican Primary "C & D" Schools, Koforidua E/R
1971-73	Student, Advanced Teacher Training College, Winneba C/R
1973-75	Head teacher, Anglican Primary "A & B" Schools, Koforidua E/R

Promotion & Office Experience

1966-75	Assistant Superintendent (Head teacher of an "A & B" school)
1975-77	Superintendent (Assisted in textbook distribution in the District)
1977-81	Senior Superintendent (As Visiting & Inspection Officer, Koforidua)
1981-87	Principal Superintendent (Public Relations Affairs Officer, and Manpower and Training Officer
1987-91	Assistant Director (Manpower and Training Officer)

Voluntary & Consulting Work Experience

1976-79	Part-time Member of Staff, UMAss/IAE/PEA Project in charge of Literacy Games & Material Developing in the Eastern Region
1979-81	Full-time Member UMASS/IAE/PEA Project as Community Education Officer in charge of Literacy & Cultural Group Activities: (A) organized self-help & village projects, assisted in writing, project proposals & preparing monthly and special reports; (B) Consultant to defunct Association for People's Practical Life Education, USAID. Attebubu BA/R, (i.e. Bong Ahafo Region)
August 1981	Assisted in the training of American Peace Corps volunteers in identifying community/village problems in Koforidua District

Currently, I am the Nonformal Training Officer for the Functional Literacy Programme in the Region. My interest lies in children's poems and literacy songs. Besides, I conduct interviews on themes for our literacy work during training workshops.

Robert Harvie Chautauqua '55 and '56 I went to India as Presbyterian Missionary, from 1957 to 1972. I utilized my Literacy Journalism training during the 15 years in India. From 1974 to 1988 I was in Washington, DC, and am now retired in Florida.

Larry W. Hayes M.A. '68-70 I went to S.U. after returning from the Peace Corps in India with my Anglo-Indian wife. After two years as a Laubach Literacy student assistant and getting my master's degree at S.U., I worked as a news reporter for a San Jose, CA, newspaper. Then I switched to advertising, becoming an advertising manager for three large corporations. Since 1983 I have had my own advertising and public relations agency. My wife, Gloria, has been an executive secretary for many of these years.

Nathan B. Hege M.A. '62-'63 Primarily, I have been editing Christian education materials, including books for a pastor's library in the Amharic language in Ethiopia (1963-1974). I was editor of Missionary Messenger, a publication of the Eastern Mennonite Board of Missions in Pennsylvania until 1983, and news writer for the magazine until I retired in 1992. I still oversee a district of seven churches south of Lancaster, PA.

Charles T. Hein '66-'67 (Ph.D., U. of Wisconsin, '75, in Education)

I have lived in Togo, 1967-'71; USA, '71-'73; Kenya, '74-'81; Zaira, '81-'83; and Kenya, '84 to present.

As a child in Wauwatosa, WI, my parents regularly took me and my brothers and sister to hear men and women like Toyohika Kagawa, E. Stanley Jones and Frank Laubach, so we could see God's work through their lives. I was struck very early by the power of God's word, and in high school agreed with the proverb, "The pen is mightier than the sword."

While working for the World Council of Churches Youth Department, in Geneva, Switzerland, I heard Dr. Frank speaking to the consistory--that historic Protestant reformation instrument, which from Calvin's day gave so much importance to education.

In 1963, I attended a literacy workshop at Stroudsburg, PA, and heard Bob Laubach. Lit-Lit (The Committee on World Literacy and Christian Literature, which Dr. Frank had helped to start in the early '40s) convened the seminars. Bob Laubach's session was on post-literacy reading materials and testing for readability. I had already studied readability under Dr. Irving Lorge at Columbia U., so it was natural that this work fascinated me. So little reading material was available anywhere for people with little education and limited reading abilities.

I took Bob's advice and went to Syracuse in 1965. I had already been to Hartford (CT) Theological Seminary, which then had a joint M.A. program in Literacy and Literacy Journalism with the S.U. School of Journalism.

It was the right time to focus on readability and writing for new literates, as I was already immersed in the field. In 1959 I had started a project in Togo, "Programme Alphalit." This had been inspired by my contact with Africa missionary literacy specialist Dr. Wesley Sadler, at an All-Africa conference of Churches in Nigeria in 1958. Also, I attended the Lit-Lit Jerusalem Literacy Seminar, where post-literacy production and distribution needs were emphasized. After working on my M.A., I returned to expand the Togo literacy and post-literacy efforts; work was done in these languages: Ewe, Kabyo, Fon and Chokosi. The post-literacy newspaper in Ewe, Game Su (The Right Time) superseded our earlier efforts in Agbe Yeye (New Life), which had been inspired by missionary Margaret Miller in her work in the Loma language in Liberia.

In 1974, my dissertation at the U. of Wisconsin related to the role of the mother tongue as a motivating factor in literacy and post-literacy. I then became the New Reader Consultant of the United Bible Societies in Africa, which allowed us to develop selections for new literates, and on my insistence, post-literacy Bible selections.

In 1970 I had been invited to Kinshasa, Zaire, by Laubach Literacy for the second Afrolit Society meeting, to speak on literacy and follow-up literacy materials. Dr. Frank Laubach had died only a month or so earlier, but Dr. Bob and his wife Fran came. It was a time for all 100 of us, from a dozen African nations, to rededicate ourselves to carry on the vision of literacy service inspired by Frank Laubach.

Afrolit had been started by Laubach Literacy in Nairobi in 1968; its headquarters was there and its first president was long-time Kenya resident, originally from Holland, Bob Dames. I was selected as the second president.

Afrolit was a network of literacy workers, with membership open to every nation in Africa. Pan-African seminars were held, about two years apart, in: Lome, Togo, 1972; Addis Ababa, Ethiopia, '75; Nairobi, '77; Monrovia, Liberia, '79; Lome, '81; and Nairobi, '83.

At these Afrolit seminars workers from eight to a dozen or more nations met; sessions usually had simultaneous French-English and English-French translations so all could participate. Workers were able to share experiences and technical insights which none of them had had the time to write publish.

At the Lome seminar, Dr. Sarah Gudschinsky, the Wycliffe Bible Translators linguistics specialist, said to me:

> "Charles, this is a unique idea which you must develop.
> Without these meetings, work in literacy in Africa will
> never grow and improve. People need these meetings to
> learn from one another, as I have done here. Research
> will get published far too late to be of help to others."

By 1983, Afrolit had several hundred members all over Africa, and a very strong governmental literacy worker constituency in French- and Portuguese-speaking Africa. It was time to move closer to the concerns of adult educators in universities and governments. The process of merger culminated in December 1983 with the fusion of Afrolit with the Adult Education Association, both based in Nairobi. The resulting creation, now serving literacy needs in Africa, is AALAE--Africa Association for Literacy and Adult Education.

The OAU (Organization for African Unity) recently approved an idea to have a Pan-African Literacy and Post-Literacy Training Center. This center would offer all levels of training, up to the doctorate in education. It aims to assist all countries in Africa to train their national leadership in adult literacy and adult education, so that they can qualify to train others and to run programs.

The seed of Syracuse appears to be at last transplanted into African soil.

Doris Hess M.A. '65 Ph.D. later at S.U. International Communications was my major interest in education. Worldwide consulting in communications programs has been my primary area of work. In 1990, due to a bout with cancer, I retired from the National Council of Churches in New York City. There I had worked with religious literature and literacy programs in many parts of the world. Since 1992, I have taken on volunteer consultancy assignments with the World Association of Christian Communications in London, and in Russia for the United Methodists. I expect to be working in Asia and London in 1993 and '94.

David E. Hostetler M.A. '63 After 14 years as missionaries in Brazil with the Mennonite Church, my wife and five children and I returned to live in the States. For 19 years I was editor at the Mennonite Publishing House, in Scottdale, PA, and then two years as program manager at Laurelville Mennonite Church Center. My wife was clerk and then manager for 20 years of the Scottdale Provident Bookstore. Now I am freelancing as an editor/writer.

James E. Imler '62-'64 I recently retired after 18 years with the Environmental Chemistry Laboratory at the New York State Department of Health in Albany. As an ordained priest in the Episcopal Church, I have also done some Sunday supply work and occasional editorial work in the Albany Episcopal diocese.

Ammini John M.A. '60-'61 (Mrs. A.K. John) I returned to Kerala, India, after leaving S.U., where my main course of study was Child Development and Family Relations. To get my degree, I had to leave my husband and year-old baby girl. Back in India my husband and I started a nursery school and continued it for 23 years until we started our Adult School Teachers' Training courses. I taught how to write for new literates.

I am also on the Board of Directors of Laubach Literacy Educational Trust in Karthicappally, Kerala, and have assisted in its work for more than 30 years. The child I left to go to Syracuse is now a medical doctor, as is her younger brother.

William Amos Jordan M.A. '76-'79 (Ph.D. later) I have taught and administered programs in various institutes and universities in areas of English acquisition for specific purposes: photography, business, engineering, research, and language analysis. A number of programs were in Saudi Arabia, others in the Peace Corps in Senegal and Liberia in West Africa, in Paris, France, in California, New Mexico, and in Abu Dhabi, United Arab Emirates.

Richard Green Katongole M.A. '51-'53 Ph.D. '65 I left my native African country, Uganda, where I was a teacher, to come to S.U. to study Literacy Journalism the year the program began. After getting my master's degree, I returned home at a time when there were few graduates of U.S. or European universities. All of us were pushed into government service to train officials for our almost independent nation. I became a broadcaster.

I returned to S.U. for my Ph.D. (Editor's note: Katongole was the first to earn the newly established degree, Ph.D. in Communications at S.U.). Then I went on to other Uganda ministries, my last position being in the United Nations service.

I had hoped that I would be able to help make decisions concerning adult education programs in my country. This I was able to do before mandatory retirement. Honors given me include Uganda's Independence Silver Medal, and Voice of America's Gold Medal while working for United Nations information.

Don Kencke M.A. '64-'65 I was born in Nigeria during World War II to missionary parents; Hausa was my first language and English my second. My parents founded Baraka Press, in Kaduna, Nigeria. I came to the U.S. for higher education, at Stony Brook School, Wheaton College and Syracuse for a graduate degree in journalism.

After S.U. I was married, and my wife, Judy, and I returned to Nigeria. I began work in Baraka Press in 1965 and stayed until 1980, when ownership and management of the press was voluntarily transferred into Nigerian hands. During that period we had three children. On return to the U.S. I worked for a large printing company in Dallas, TX, until 1991. I am currently Director of Finance and Administration for the Christian Medical and Dental Society, in Dallas.

Elizabeth Mooney Kirk M.A. '51-'52 I began teaching elementary school in Maryland at the age of 18, while working on my B.A. and M.A. degrees at George Washington U. In 1944 I met and was greatly inspired by Dr. Frank Laubach. The following summer I worked with him in New York City on a team preparing materials to teach illiterate English-speaking and also nonEnglish-speaking adults. This work resulted in Streamlined English, the first Laubach primer for teaching adult illiterates in English.

In 1946 I went to India with the American Baptist Mission Board, and in 1951 went to S.U. for my M.A. in Journalism. While there I was in the first Literacy Journalism class as it was being developed by Bob Laubach.

Following Syracuse I taught classes in the Laubach method at Koinonia Foundation, near Baltimore, MD, then returned to India under the American Baptist board. I served three years as assistant director at Literacy House, a center founded by Frank Laubach in Allahabad. On my return to the U.S. I again taught at Koinonia, then served in 1956 as literacy consultant at WKNO-TV, Memphis, TN, the first public television station in the nation to conduct a literacy program using the Laubach method.

I was appointed by the U.S. State Department for two years as literacy consultant to the British Colonial Government of Kenya. During that time I helped develop literacy materials in the Maasai language, and provide literacy training for teachers and writers.

In 1960 I married Elmer Kirk, a widower with three children. We lived in Tulsa, OK, where for two years I worked as editor for the Oral Roberts Evangelistic Association. In 1963 I began working with Frank and Bob Laubach, and editors Caroline Blakely and Kay Koschnick, on a revision of Streamlined English, the adult literacy book I had first worked on with Dr. Frank in 1945. The series, called New Streamlined English, was published in 1968 by New Readers Press; ten years later I worked with Bob Laubach and the 1968 team (Dr. Frank died in 1970) on the current revision known as Laubach Way to Reading, used by more than 100,000 Laubach volunteers throughout the U.S. and Canada.

I lived with my husband, an engineer, in Liberia for several years. In 1968 we moved to California, where we have been ever since; Elmer retired as a consulting engineer in 1979. In this state I have taught school and served on the board of several Laubach-affiliated adult literacy councils, as in Berkeley and San Luis Obispo, and am active with my church, international students and travel.

(A note by Edtior Bob Laubach: Betty Kirk may rightly claim to be the person still active with the longest continuous service in the Laubach literacy movement: since 1945!)

John Victor Koilpillai '54-'55 After leaving Syracuse in 1955 I continued as editor of The Guadian (weekly) in Madras until 1957. Other journalism positions I have occupied are:

1957-62 Assistant Professor of Journalism, Hislop College, Nagpur, India. Taught Writing for Neo-Literates, Article Writing, Fundamentals of Good Writing, and was in charge of the college newspaper on which journalism students served.
1962-74 Editor of the Methodist weekly paper, Indian Witness in Luckknow. I was additionally head of the Methodist Publishing House, 1968-74.
1974-80 Editor in the Department of Communication, World Council of Churches, Geneva, Switzerland; Managing Editor of The Ecumenical Review, quarterly.
1980-83 Publications Officer, Christian Medical College and Hospital, Vellore, India.
1983-93 Editor of books and the periodical Religion and Society of the Christian Institute for the Study of Religion and Society, Bangalore, India.
1993- Freelancing in editing and writing articles for Christian periodicals.

Excerpts from "My Story:" My stay and study in Syracuse in 1954-55 was my first experience of life abroad from India, and it was quite a baptism of cold and snow! More important was my getting acquainted with journalism and other forms of communication in the USA and other western countries; I spent several weeks in England also.

After returning to The Guardian in Madras, development plans were not fuilfilled and I accepted an invitation to teach journalism at Hislop College in Nagpur. After two years the Methodist Church invited me to move to Lucknow to be editor of The Indian Witness and head of the Methodist Publishing House. My first wife died in Lucknow; I married again in 1971.

During the 1970s there was much turmoil over the issue of church union. The final conclusion was that the Methodist Church did not join the United Church of India. It was a frustrating time for me, and I glady accepted an invitation by the World Council of Churches to go to Geneva to edit The Ecumenical Review. My son Preetam by my second marriage grew up in Geneva and was trained in western classical music, becoming a pianist of distinction. On our return to India in 1980 he found it difficult to adjust to life in India. He is now 23, and teaches in the International School in Kodaikanal, Tamilnadu (the Tamil state).

During my time at the Christian Medical College and Hospital in Vellore I became involved in making a documentary, "Outstretched Hands," on the work of the hospital. I was billed as the Assistant Producer--quite a distinction at the age of 61. Now 73 (in 1994) in Bangalore, I am enjoying my freelance editing and writing.

Thottukadavil Eapen Koshy Ph.D. '66-'67 I am Chaplain at Syracuse University and former director of International Friendship, Inc., in Washington, DC. I have taught adult literacy in India and have been a consultant to those engaged in adult literacy in many parts of the world. I and my wife came from India. (Dr. Bob Laubach was my Ph.D. Dissertation Advisor.)

Agnes Cunningham Lawless '62-'63 (Mrs. John W. Lawless) My husband and I spent seven years in the Philippines Wycliffe Mission, teaching, writing, editing--all concerned with literacy. Then, because I had a serious health problem, we returned to the U.S. I was an editor for Aglow Publications and published four books and a number of magazine articles. I was founder of the Northwest Christian Writers' Association, its present program director and editor of its bi-monthly newsletter.

Virginia Lawson '63-'64 (Ph.D. in Linguistics and Anthropology at the U. of Iowa.) After teaching at Drake U. and the U. of Iowa, I worked 13 years in Syracuse for Literacy Volunteers of America (LVA) as coordinator of Research and Development, and vice president for Marketing and publishing.

Now I have my own consulting firm, "Simply Put," whereby I train editors to write simply and clearly through seminars. My firm also edits. During my years with LVA, I was in charge of planning, acquiring, or writing some 200 published titles in the field of literacy and ESL (English as a Second Language). Among these was the 20-title "Humanity Series," taken over by Cambridge Publishers after LVA development. Some other titles are listed in my bibliography (Appendix B). I was married and divorced and then remarried and widowed. My two children are now young adults, both interested in acting, as I am in my leisure time.

Lynn G. Lempel '74-'76 Ph.D. in Adult Education Life since Syracuse has been a hodgepodge of parenthood plus part-time employment plus lots of volunteerism. I seem to have become the "newsletter" person for various organizations. About nine years ago I was involved with the fledgling literacy council in Daytona, FL, and put out its monthly newsletter for a couple of years. I have since edited newsletters for our local peace group and for the League of Women Voters of Volusia County.

For the past two years I've been teaching developmental (i.e. remedial) courses in reading and composition as an adjunct of the community college. I have done freelance writing and editing for Harcourt Brace Jovanovich in Orlando, FL, mostly preparing material for teachers' manuals to accompany a secondary literature series. And, of course, who would dream that I'd still be churning out crossword puzzles for News for You!

Graham Leonard M.A. '52-'55 (Ph.D '79 at Harvard U. in Arabic Studies). I have lived for more than 35 years on the West Bank, where I have taught at the Friends School in Ramallah (formerly Jordan, now Israel). I was there in the mid-50s at the founding of the Laubach Literacy program in Arabic for the Palestinians. My work in education has taken me beyond literacy to teaching thinking, and mostly in the Arab world: West Bank/GAza, Jerusalem, Saudi Arabia, Lebanon, Egypt and Jordon.

My long international experience also includes teaching in universities in China, with two years of residency and 22 years as a consultant. I was for some years an educational consultant in the Middle East for the United Nations. My many assignments have included those from UNESCO, Oxbridge and Longmans publishers, the International Planned Parenthood Federation, the U.N. Development Program, and Ramallah Friends School. My home is in Ramallah, West Bank, via Israel.

Gail Shaw Lichtman M.A. '72-'73 On the night Richard Nixon resigned (in August 1974) my husband, Zavdi, and I loaded up the car and left Syracuse and New Readers Press on the first leg of our journey to Israel. I was four and a half months pregnant with our first child, Guy.

I worked for the Public Relations Department of the U. of Haifa for nearly ten years, and had two more children, Shirlee and Eliana. Then for about two years I worked as foreign press officer for the Public Relations Department at Technion--Israel Institute of Technology.

The next three years we were back in the U.S. where I taught Hebrew and biblical Hebrew in New Jersey and worked for the local Jewish newspapers. Presently, I do two pieces a week for In Jerusalem, the weekend supplement of The Jerusalem Post, and write articles and speeches for Technion.

Nan (Larry) Lin M.A. '61-'63 (Ph.D. later) After leaving S.U. I went to Michigan State to get my Ph.D. Since then I have taught, done research in, or been an administrator in Sociology Departments at Johns Hopkins U., the State U. of New York at Albany, and Duke U. My wife and I have two sons.

Allan Breed Lovekin M.A. '60-'62 Soon after leaving S.U., my wife and I went to Liberia, where I started a weekly newspaper for new readers in northern Liberia. After two years there, I have worked for the New Mexico Employment Service for 20 years. In 1990, after our four children left home, we again went to Africa, this time to Zaire, to start a literacy program. We are back in the States now due to ill health, but hope to return to Africa.

Terry Madison M.A. '66-'67 I and my wife, Carole, came to Syracuse and Literacy Journalism from Canada. Our son Mark was born during the winter storm that kept all of Syracuse snowbound for three days. I was a student assistant, working on News for You. After graduation, my family and I went to the Philippines, where I worked as a missionary in literacy-literature projects, and our family grew. When we came back to the States, I became an editor of World Vision in California. For several years I have been editor of three World Vision magazines and head up the Development Education Office for the U.S. office. Much of my work is international in scope, including visits to Russia, the Ukraine, Thailand, Hong Kong, Israel, the West Bank, Guatemala, Kenya and Ethiopia.

Gordon K. Magney M.A. '68-'69 '73-'74 My career is closely linked with that of my wife, Grace, who (below) elaborates on our work together. In Afghanistan I did literacy work, language study, and taught English. In Pakistan I have directed SERVE, which helps refugees. She did not mention that, for our M.A. theses at Syracuse, under the direction of Dr. Bob Laubach, we each did a field study in Afghanistan, on literature needs for new readers. My concern was for needs of men, while Grace studied the special needs of women new readers. The continuing plight of refugees in Pakistan will draw us back there after a furlough in the U.S.

Grace E. Magney M.A. '68-'69 '73-'74 My husband, Gordon, and I have spent 11 years in Afghanistan and 11 years in Pakistan. We were developing literacy materials in Afghanistan, I doing art work, and both of us writing and testing. Franklin Press in Tehran, Iran, was doing the publishing.

After the Russian invasion of Afghanistan in 1979, we moved across the border into Pakistan, where Gordon started a refugee relief agency, SERVE. This work has grown into seven projects to help the 3.5 million Afghan refugees in Pakistan.

The projects are: relief distribution, training in Afghan carpet weaving, an eye hospital, public health, reforestation, solar cookers, and blind rehabilitation. Twelve books had been published, in both the Pushtu and Dari languages, on how to stay alive and healthy in the refugee camps.

Since most of the refugees are illiterate, the books are distributed to the children in the camp schools, third and fourth grades, with the hope that information will be passed on to their parents. We hope to return to these people.

Harold Eugene Martin M.A. '54 I was born in Cullman, Alabama on October 4, 1923. I have a wife, Jean, and children Brian and Anita. I have a B.A. in history with honors from Howard College, Birmingham, Alabama. I have held positions at Birmingham News Newhouse Newspapers, 1960-63; St. Louis Globe-Democrat, 1958-60; Syracuse Herald Journal, 1957-58; Montgomery Advertiser and Alabama Journal Carmage Walls Newspapers, 1963-70; Multimedia Newspapers, 1970-78; Southern Baptist Radio and TV Communication, 1979; Jefferson Pilot Pulishers, Inc, 1980-85; Beaumont Enterprise, 1981-85; owner/publisher Herald Citizen daily newspaper, 1970-78, News-Observer, 1970-78, Baxter Bull, 1970-78; visiting professor of Journalism at University of Florida, 1979-80; member of faculty at Sambord University, 1961; and juror Pulitzer Prize, 1971-72. I am currently residing in Fort Worth, Texas.

Tunnie Martin, Jr. '55 Chautauqua (M.A. and Ph. D. from Cornell U.) Primarily I have worked as a missionary with the General Board of Global Ministries of the United Methodist Missions. This includes administrative work in India and in Appalachia in the U.S. I have worked in several medical and community development areas. The literacy journalism training helped me: (1) in understanding the problems of newly literate persons, (2) by enabling me to better communicate with the rural people where I worked, and (3) by enabling me to have more confidence in reaching out to rural people.

David E. Mason M.A. '62 Beginning in 1962, I lived in Syracuse five years, in New York City five years, in New Orleans, LA, 15 years, and have been in Corpus Christi, TX, five years. I was associate director, then executive director of Laubach Literacy in Syracuse until 1968. In New York I was program trainer and management consultant in business and industry with six "Fortune 500" companies and scores of others, including literacy and ESL (English as a Second Langauge), GED (General Education Diploma) and basic education training.

In New Orleans I was executive director and president of the Greater New Orleans Federation of Churches, including founding and for five years managing the "Operation Mainstream" literacy program. We had a weekly TV program for 10 years, enlarging the organization to the high point of 5,000 volunteers, 30 employees and a major force in the community.

In Corpus Christi I am working full-time with business interests, which previously was my part-time work, concurrent with other duties. A variety of projects include extensive real estate holdings, oil, gas and uranium properties, ranches, two family furniture stores, exotic game breeding, and a management consulting practice. I have a major interest as a scholar in the field of managing nonprofit organizations. I write reviews for journals, and give papers several times a year, including Yale, London School of Economics, etc. I am vice president for administation for the leading scholarly association in the field.

Jo Ann Meadows Matejczyk '60 My husband, Phil, and I have been living in the Chicago area since my marriage shortly after being at Syracuse. I have worked for local newspapers in Downer's Grove, IL, and Oil City, PA. I have worked with resettling of Cambodian and Romanian refugee families, and have tutored some of their family members. I raised three children and attended theological seminary, receiving an M.A.T.S., Master's of Arts in Theological Studies. I am currently doing spiritual direction and small group work in our church.

Owen Meredith M.A. '52 For four years following graduation I worked with the Methodist Publishing house, in Nashville, TN, and in Chicago, and worked on three Methodist magazines: Together, New Christian Advocate and Central Christian Advocate.

As I had property in Nashville, I returned here to work for the Nashville Red Cross Chapter for what I thought would be a brief stay; it lasted 26 years. For a while I worked for the Tennessee State Museum as director, but returned to the Red Cross.

Though retired, I am still "on call," and have served since retirement on the Illinois tornado, California earthquake, Puerto Rico hurricane, Louisiana and Tennessee floods, Massachusetts and Rhode Island hurricanes, and Alabama floods.

Nancy Gridley Miller M.A. '60-'61 I was editor of News For You for 18 years. I have done free-lance writing and editing since then, and have been communications director of my church. I have, of course, been a mother, too, of one daughter and four step-daughters. During one of those years with Laubach Literacy I was named to Who's Who of American Women.

Alfred Joseph Morris '61, '66-'67 I was managing director of the New Readers Press division of Laubach Literacy International, in Syracuse, NY, from 1968 to 1982, during which time it became known for nation-wide publishing of materials for adults with low reading skills.

Before that I was a missionary in Japan and editor of the Caribbean Challenge, a Christian monthly magazine in Jamaica. Since leaving Syracuse in 1982, I have continued part-time teaching Bible and missions in Third-World missions. My wife, Lorna, and I came from Australia originally, but have retired in South Carolina.

Thomas P. Mundukuzhy '68-'69 Since I was a student in the School of Journalism, I have been serving my congregation in Syracuse. I am known as the Very Rev. Thomas Mundukuzhy, of Cor Episcopa, American Diocese, located at 5027 Homeview Drive, Liverpool, NY, 13088. I lead prayers and meditations, both in Malayalam, my language in Kerala, India, and in English. I teach Bhava Thirumeny, a biography, and the history and doctrines of our church. I minister to the congregation and lead various forms of services.

Ronald P. Patterson M.A. '58-'69 Ph.D. in Divinity. My career has primarily been involved with book editorial work in religious publishing. For seven years I was editor of, first The Upper Room, and then Word Books, after which I was vice president of the Abingdon Press Book Division for 20 years.

Since 1992 I have been the publisher and CEO of The United Methodist Reporter. Honors I have received include being named one of the Outstanding Young Men in America in 1972. My wife, Marlene, and I now live in Dallas, TX, but we lived in Nashville, TN, for 20 years.

Maxine Elaine Phillips M.A. '67-'68 I was part of the short-lived Mental Health Information Program at Syracuse and thought I would have a career working in a community mental health center. I took "Writing for New Literates" to help me communicate more clearly in inner-city settings. As it turned out, my entire career has been spent working for national organizations.

I have used my writing skills both professionally and as a social activist, writing leaflets, testimony for legislative hearings, position papers, etc. In the mid-70s I decided to leave the social welfare field and work for more systemic social change, and have worked in the democratic socialist movement ever since.

I married the man of my dreams, who is also a social activist, currently director of New York Metro Educators for Social Responsibility. Since soon after the birth of our first child I have worked part-time as managing editor of Dissent. In New York I became active in the welfare rights movement. Although I have not been on the front lines of the feminist movement, I have certainly been profoundly influenced by it. Racial and class segregation exist here as everywhere, so that our lives are not as filled with diversity as we once hoped. However, our children go to an alternative public school in East Harlem and are getting the kind of multicultural exposure we wish we had had growing up in Ohio and Pennsylvania.

Marcia Nichols Piepgrass M.A. '72 It has been a long 21 years since I was in Syracuse--"Before Bill" (my husband Dr. Bill Piepgrass). After Bill I've had children, and was a newspaper reporter using a lot of the courses I took at S.U. My husband was a medical missionary in Haiti. There I wrote our hospital newsletter. I'm sure that reading all the local Laubach Literacy council newsletters for my M.A. thesis helped me learn to synthesize the best ideas for ours in Haiti.

For the past five years here in Pennsylvania, I have been chauffeuring children, teaching women's Bible studies and doing volunteer work for the medical auxiliary. Our children are 16, 14, and 12 now. These are busy ages and they will be leaving the nest soon. Bill is still busy in his general surgery practice.

Just the past year or so I have felt a tug again to return to the typewriter (computer now!). I have never regretted doing my M.A. studies at Syracuse. Getting to know you, Dr. Bob, was one of the finest parts. You are to be admired for your encouragement of literacy work around the world.

Donna Blakely Pohl M.A. in Reading '72 Literacy Journalism at Syracuse University had a great deal of influence on my life. We moved to Syracuse from Tennessee so my mother could attend the program. My first boyfriend was the son of a literacy journalism assitant from Peru. My first job was as mail clerk at Laubach Literacy while I was in high school (two hours daily). I was a Laubach student assistant while I was getting my master's degree in reading.

My degree enabled me to become a Title I teacher and resource person in the Adirondack community of Long Lake, NY. This happened six years ago, after I had married and stayed home 12 years to have and nurture four children. Since 1991, my husband and I and children have operated a dinner boat on Raquette Lake during the summer.

Earl O. Roe M.A. '59-'60, '70-'71 Even before I entered into missionary service in 1954, I was already aware of the name "Laubach" and knew that a Dr. Frank Laubach was a man with a distinguished missionary career. While I served in Nigeria in the 1950s I learned that the name "Laubach" was a household word in developing countries, particularly in governmental and educational circles.

At an Evangelical Literature Overseas conference at Pinebrook Camp, Stroudsburg, PA, in December 1958, I met my first real live Laubach. Bob Laubach was addressing the conference on "Literature for New Literates." I had been working on a Christian magazine in Nigeria, *African Challenge,* and realized we were reaching only those already literate and well educated in English. I had noticed, too, that while missions generally seemed aware of the need for linguistics and literature, they did not always appear to have corresponding emphasis on *literacy,* the logical intervening step between linguistics and literature production.

Bob Laubach invited me and my missionary colleague, Jim Johnson, to visit Syracuse immediately, which we did in a typical upstate New York snow storm. In early 1959 a letter from Bob arrived, offering me a Laubach Graduate Assistantship. I left for Syracuse University immediately and was soon, along with my journalism studies, working on the first issues of *News for You,* which were literally prepared for printing in his home--before he and his wife Fran filled the house with four children.

While in the midst of my M.A. program I received an invitation to join the faculty of the University of Nigeria in their yet-to-be college of journalism. The job would not wait for completion of my degree at Syracuse, so I flew off to Nigeria. After arrival at the campus in 1961 at Nsukka, Eastern Region, I learned that another professor who had been invited to head the department was a "no-show;" I immediately became the acting head and only faculty member of the new journalism department.

Two years later I learned that Bob--now a brand-new Dr. Bob--was invited to Nigeria as a guest of the university's Continuing Education Centre. As a distinguished visitor he was housed in the splendid Chancellor's Lodge. He would hand wash his underwear and hang it over the window sills; their waving in the breeze proclaimed to passersby the presence of an august, but definitely unusual, visitor. I accompanied Bob and Fran on a literacy tour around the Eastern Region; everywhere we were hailed and presented with gifts, ranging from a heavy cement crocodile to a live goat.

One of my first journalism majors, Felix Ekechi, for his senior project conducted a test of literacy and post-literacy materials. He began to develop word lists for literature writers. The advent of the Nigerian Civil War in 1967 precluded any implementation of his study.

I remained in the Eastern Region, or Biafra, as it was called after secession, working as a volunteer relief worker under the auspices of the World Council of Churches and Caritas International. At the war's end I was evacuated, declared persona non grata, and denied re-entry on the grounds that I had become a "rebel sympathizer" by remaining in Biafra during the war.

My Laubach Graduate Assistantship was renewed, so I returned to S.U. and completed my M.A. work in 1972. I then began a new career in book-publishing as an editor for the Regal Book Division of Gospel Light Publications, then in Glendale, CA. I helped coach conversational English for Vietnamese refugees in the Laubach-affiliated literacy center there. One of my star students, Nam T. Nguyen, went on to complete his college degree and earned an M.A. in theology, and became a writer/editor of a Vietnamese-English publication, Redirection/Chuyen Huong.

In the early 1970s Regal Books began a new series of pocket-sized books called "Regal Reflections." I introduced the company to Letters by a Modern Mystic, by Dr. Frank Laubach. Regal published the booklet under the title Open Windows, Swinging Doors. It was an instant hit; Dr. Robert Schuller purchased thousands of copies as premiums for listeners to his telecast "Hour of Power."

In the late '70s and early '80s I became an editorial director for Master's Press in Kalamazoo, MI. Here, as in California, I volunteered for the literacy council, to work mainly in public relations. I did tutor a dyslectic army veteran who had been disabled in Viet Nam. To my great joy--and his--he later became good enough to read a story from the King James Bible from the pulpit at an open-air Easter sunrise service.

Since 1984 I've been back in California, where, until 1991, I worked again with Regal Books. I have been caring for my mother, who passed away early in 1994 after having been invalided for several years by a cerebral hemorrhage.

Thank you, Dr. Bob for opening my eyes to horizons previously unseen and for opening doors of opportunity to me that might otherwise have remained closed.

Some awards and honors:

1950-'51, All-American rating from National Scholastic Press Association for Kodon, the Wheaton College literary magazine I was editing.

1963, elected to Wheaton College Scholastic Honor Society for pioneering the establishment of West Africa's first four-year, degree-granting school of Journalism.

1971, Guideposts Writers Workshop Award for first-person experience article written under the guidance of Prof. Burton Marvin of Syracuse University.

1980, Nursery Advertising Award to Merchants Publishing Co., Kalamazoo, MI, for an industry promotion piece on interiorscaping, which I wrote as the company's editorial director.

1991, Angel Award for Dream Big (Regal Books), the biography of Dr. Henrietta Mears, which I wrote, edited and compiled. Awarded by the Excellence in Media organization.

1994, received from this book's author, Dr. Bob Laubach, for loving and devoted care of his mother in her last years, The Gilded Armadillo Award.

Josefa T. Runes M.A. '61-'63 For 30 years my chief concern has been in writing, editing and publishing Christian books and magazines, and in training writers through seminars and workshops. This has been in The Philippines, my native country. I have worked for various religious publishers and organizations, including the United Church, Harris Memorial College, Silliman U. School of Journalism and Mass Communication.

For seven years I was the Director of Christian Literature and Publications of the United Church of Papua-New Guinea and the Solomon Islands. For seven years I was the executive secretary for women's work of the United Methodist Church in The Philippines. For the last four years I have been a lecturer at De Los Santos College in Quezon City. My work has involved much travel throughout the Far East.

Rachel M.L. San Miguel M.A. '74-'75 Ph.D. '82 I graduated from college in The Philippines. Working as a Second Language Instructor for the Peace Corps, I saw how the Peace Corps volunteers sacrificed to come to The Philippines to upgrade our educational system. I thought to myself, "Why can't I do this for my own people, the minorities?"

While working on my doctorate in adult education at Syracuse U. (Dr. Bob Laubach was my dissertation advisor), I prepared guidelines for developing basic communication skills in adult education for the Philippine minorities. After returning to my native country, I have taught at De La Salle U. seven years and am, at present, Academic Dean.

Melita S. Santa Maria M.A. '76-'77 When I graduated from S.U. in 1978 I joined the National Steel Corporation of the Philippines as Corporate Communications coordinator. I stayed there for one year. My main work was bringing out a monthly newsletter, putting out AV materials for the company and coordinating exhibits. I taught for a while in 1980 in Maryknoll College, teaching advanced copy writing.

In 1979 I joined the Department of Education, Culture and Sports to manage a radio-assisted project for elementary schools. I was in charge of research and later of media production. In 1981 my unit was taken over by the Development Academy of the Philippines; I was in charge of the Instructional Technology Unit, to develop training modules.

In 1986 I got a scholarship in Speyer, Germany, for two years of study leading to an M.A. in Public Administration. I returned to the Academy as a trainer. I passed the Foreign Service Officer's examination in 1989, and am presently serving my tour of duty at home while waiting for a post abroad.

Edward C. Scheiner M.A. in Advertising '68-69 I became involved with Laubach Literacy through New Readers Press, though I was not in Dr. Laubach's class. I did a photo story on New Readers Press while attending a military photojournalism program at S.U. I was with the Navy upon leaving Syracuse until my retirement in 1977. Then I returned to S.U. to finish my M.A. in Advertising.

Since 1979 I have taught advertising at Michigan State U. (I received my Ph. D. there) and at the U. of Kentucky. I am the President of the Lexington Advertising Club. Although I'm not really an alumni I always enjoy hearing about Laubach Literacy.

Gordon Alfred Schieck M.A. '60-'61 Primarily, I have been a missionary administrator in India, where I managed the Godhini Press at Chengannur, Kerala. When I returned to Canada in 1968, I was President of the Alberta Bible Institute at Camrose for seven years and interim administrator for two more years. Then, from 1978 to 1983, I was involved with new church development, making numerous trips to India and Africa for Sahakarini Inter-World Education and Development. This is a non-governmental group that matches governmental grants with developing projects in third-world countries.

Paul M. Schrock M.A, '62'63 I have spent more than 30 years in Christian journalism at Mennonite House (Herald Press), Scottdale, PA. I began here right out of college, and after three years took a study leave to complete my M.A. at S.U. I returned to Mennonite Publishing House, where I edited a children's story paper, Words of Cheer, and was founding editor of an adult story paper weekly, Purpose.

From 1970 through 1972, I took a leave of absence to work for Eastern Mennonite College and Mennonite Broadcasts, Inc., both in Harrisonburg, VA. I taught linguistics, rhetoric, photojournalism and creative writing. I also edited Alive magazine for Mennonite Broadcasts.

From 1972 to 1989, I was book editor for Herald Press here at Scottdale, and since 1989 have been Director of Herald Press, whose wholesale sales have reached almost $2 million a year.

Willard A. Scofield M.A. '68-'69 Ph.D. at S.U. My wife, Norma, and I worked as American Baptist missionaries in Zaire, Africa, both before and after studying Literacy Journalism at S.U. Afterwards, I had the interest and ability to establish literacy classes in Zaire. I also taught one course in literacy methods and another in introductory journalism. I worked with the pastoral staff to produce manuscripts needed by the church.

We were again in the States when I completed work on my doctorate at S.U., writing my dissertation on the work of Frank Laubach. During this period, I also taught journalism and speech at Northwestern College, and was associate editor of Billy Graham's Decision magazine.

We returned to Zaire in 1989 to work full time in literature development, and during that time we directed the publication of 20 booklets, 32 brochures, and a newsletter that reached 1,500 leaders in the church community. We are now retired, but I am working on books, both for U.S. publication and for Zaire.

Esther A. Shaffer M.A. '58-'59 I am the sixth child of missionary parents to the Maasai tribe in Kenya. I had my early schooling at the Rift Valley Academy near Nairobi, and earned a B.S. from Wheaton College. I have been living in Baton Rouge, LA, where my husband and I reared three daughters. Early in my career I began doing contract writing and editorial consulting at a university, and edited a small town newspaper. This work finally led to my current job as production editor on three scholarly journals for the Department of Geography and Anthropology at Louisiana State U.

Though I seriously considered returning to the mission field where I grew up, I opted instead to stay in America and have a family. I contributed to the legacy of my parents' mission work by publishing a book written by my mother: Ruth T. Shaffer, Kilimanjaro: an American Family in Maasailand. It's an account of Rev. Roy and Ruth Shaffer's 35 years of mission service in the Maasai tribe, from colonial days up through Kenya's independence.

Marjorie Fay Shelley M.A. '59-'61 Since many Africans respect old age, they graciously thanked me in 1989 for giving 41 1/2 years of service in Africa. A series of retirement celebrations and services reminded me of God's goodness.

I sailed for Africa when I was 24 years old--long dress, pith helmet and all! There was no way I could envision the startling transitions which were to mark important periods of my missionary career.

I graduated from the U. of Evansville in 1945. As a high school teacher, my future seemed settled. But, a few months later I applied for studies at Northern Baptist Seminary in Chicago. By 1948 I knew God wanted me in Africa, so I set aside plans for an urban ministry in Chicago. I graduated in May 1948. That fall I traveled to Zaire, (known as Belgian Congo at that time).

Five years as director of an orphanage for up to 43 girls provided time for orientation and cultural identity.

After French study in Belgium, I returned to train African leaders. The literacy rate in Africa rapidly rose. The need for good Christian literature motivated me to help organize an Inter-Mission and Inter-Church literature committee. This led to close cooperation in literature publication in the Swahili-Congo language of eastern Zaire.

I wrote some materials and launched a "Tract of the Month Club," which soon sold 100,000 tracts a month, all written by Africans. I wrote a book for African youth, wrote and edited many articles, and taught writing classes and workshops for African authors. These experiences showed me how much I needed training.

I am still grateful to Bob Laubach for getting me a scholarship to S.U. After finishing at Syracuse I went to Cote d'Ivoire, Africa, where I studied another language--the Cebaara dialect of the Senufo language of northern Cote d'Ivoire. I wrote materials for new literates in that language.

In 1962, traveling to several African countries, I gave writers' workshops to help Africans write for their own peoples. In 1963 I moved to Korhogo, and began working in French. I held workshops in Cote d'Ivoire and neighboring Burkino Faso and Mali. I edited a children's magazine called Echo du Tam-Tam, which after its launching in 1965 was sold throughout Francophone Africa.

In 1966 I helped establish the "Centre de Publications Evangeliques," which publishes culturally relevant literature in French. I served as its director from 1973 to 1984.

In 1984 I helped begin a Communications Training Center. Students come from 10 Francophone countries to be trained as pastors and media specialists.

Now the training center and the publishing house have African presidents and African members of their boards.

Countless Africans now read books, magazine articles, curricula and Bible materials. Many were changed spiritually. Talented and dedicated Africans, whom I helped train, now write, produce radio programs, and lead national churches and schools.

I have seen churches grow from zero to become flourishing groups led by national leaders. It has been great to partner with them and to serve in whatever way they requested. The training and encouragement from Bob Laubach have been invaluable; I have been privileged to pass it on.

I retired in 1989 and presently serve as Director of Missions at Trinity Baptist Church in Denver, CO.

It was a great adventure!

Judith Ellison Shenouda M.A. '72-'74 While a graduate assistant in New Readers Press, I wrote the first Instructor's Guide for News for You. From 1974 to 1985 I taught communications courses, and had staff positions in education. In 1985, while teaching in a university, I took on a temporary assignment to write marketing and technical brochures.

I saw that the jump from the academic world to the corporate world was possible. Soon Shenouda Associates, Inc., was off and running. My husband, Adel, has a natural affinity for computers, and has become administrator in our growing business. Now in our fifth year, we have progressed from sole proprietorship to a corporation--from the dining table for work space to a specially built house to accommodate home and business.

Effective communications skills led us to the joys of a home business: a place to work, a place to play, a place for every purpose under the heaven.

Elizabeth Anna Showalter M.S. '63-'64 I have spent my life in teaching, writing, editing, and organizing. Some of this has been concerned with Mennonite Church materials, as I taught two years at both Goshen College, Goshen, IN, and Eastern Mennonite College, Harrisonburg, VA.

I edited a children's paper and Sunday School materials for the Mennonite Herald Press. I also put time into literacy in Third-World countries, going to the Kitwe Literacy Center, in what was then Rhodesia, and again to Nigeria to teach and organize literacy materials. Since 1991 I have been legally blind.

Nadine Callahan Simpson M.S. '53-'54 Soon after leaving S.U., my husband, Bob, who is a medical doctor, and I went to Africa, first for an interim stay in Liberia and later, in 1959, to Mozambique. My first term as a Methodist missionary was mostly filled with having and caring for our four children. In a literacy program carried on by African Methodist women, I helped with a writing workshop to train African writers. I also wrote features for the Africa Christian Advocate, wrote numerous letters to contributors, and entertained visitors at the mission. The political unrest caused us to come back to the U.S. in 1975. Then, living in Oberlin, KS, for 13 years, I wrote news and features for the local weekly, The Oberlin Herald.

Jeannette P. Smithee M.A. '76 I worked in the literacy library of Laubach Literacy International as a graduate student at S.U. I have lived in Syracuse ever since, working with library systems. I have been editor of the newsletter for the Central New York Library Resources Council since 1987. From 1989 to 1991 I was editor of Interface, the official publication of the Association of Specialized and Cooperative Library Agencies.

John Stauffer Ph.D. '66-'72 I left Syracuse in 1972 to teach Communications at Babson College. While in college teaching, I conducted research studies in cognitive effects of broadcast news, physiological arousal and televised aggression, and the impact of communication technology on developing nations. My Ph.D. dissertaion at S.U., under the direction of Dr. Bob Laubach, was A Study of a National Volunteer Adult Literacy Program in the U.S. It was a demographic study of the Laubach volunteer program called, at that time, The National Affiliation for Literacy Advance.

From 1977 to 1979 I was Visiting Senior Lecturer at the U. of Nairobi, Kenya, and in 1984 was Visiting Associate Professor at the U. of Zululand, Natal Province, Republic of South Africa. I retired from Babson in 1989 to live in Naples, Florida. My wife, Patty, and I have one daughter, Ruth Sue.

Wendy J. Stein M.A. '75 I started my writing career as an assistant on News for You while I was getting my master's degree at S.U. Then I was employed by News Readers Press on the editorial staff for eight years. During those years all of my writing and editing was for adults and teenagers with limited reading skills. Since then I have continued writing and editing educational materials for junior and senior high school remedial and adult education classes.

Reta M. Stuart M.A. '61-'62 I worked 15 years in Burundi, Africa, as a missionary in translation and production of radio programs. After returning to the U.S. in 1978, I have done administrative office work in the home office of the Friends Mission.

Stephen R. Sywulka M.A. Ph.D. '65-'67 My work has primarily been as a missionary in Guatemala, where my wife Elisa and I moved in 1972. I did radio writing and editing for TGN, an educational, cultural and religious (Evangelical) station, which broadcasts in five languages to Guatemala, southern Mexico and northern Central America. I also worked in literacy training and some production of materials for about 10 years. A year of that was in Colombia, as interim director of the Laubach Literacy International program there.

In 1976, after earthquakes left 23,000 dead and one million homeless, I spent a year in relief and reconstruction. I edited and produced a church magazine for two years and have written for several publications in English and Spanish. I have helped conduct writing and radio workshops in several South American countries and am on the boards of DIA, a Christian communications network in Latin America; of ACB/AGROS, working for development and land distribution in Guatemala; and of AGAPE, a missionary aviation agency.

Gordon Timyan '56-'57 My wife, Janis, and I were missionaries in Cote d'Ivoire (Ivory Coast), Africa, for many years. We served among the Baoulé people of that country. I served in various categories, including church development, seminary teaching, and literacy materials preparation. I was chairman of Missions and director of the Inter-Mission Literacy and Literature Committee for ten years. We are now retired in Jacksonville, FL.

Frances Muriel Walbridge 1953-'54 My story in outline form goes like this:

1911	Born on a farm at Mystic, Quebec, Canada
1916	Moved with my family to Montreal
1918-1934	Attended school, graduating from McGill University
1935-1938	Taught at Stanstead College
1938-1939	Attended the United Church Training School
1939-1941	Taught at Round Lake Indian Residential School, Saskatchewan
1941	On Dec.7, Pearl Harbor Day, I left Montreal for Angola, West Africa
1942-1947	Studied Portuguese and Umbundu in Angola, then began educational work including literacy classes for teenage girls.
1947-1948	Furlough study at Cornell University
1948-1953	Returned to Angola. Dr. Frank Laubach and Bob Laubach's memorable visit to Dondi in 1950 gave the literacy programme a tremendous impetus. the Umbundu primer which was produced then is still used today

1953-1954	Furlough in Canada, with a semester spent at Syracuse University learning how to write for new literates, this under the guidance of Robert Laubach
1954-1960	Three how-to-write-for-new-literates workshops were held in Angola, in addition to other educational work
1960-1961	Furlough to Canada, arriving via Iceland and Greenland
1961-1969	Back in Angola. Directed the girls' residential school. Many of the girls were trained in the Laubach method and taught it during their holidays
1969-1970	Furlough in Canada. Told the story of Angola's people to four Canadian provinces
1970-1973	Did urban educational work in Lubumbashi, Zaire, under the United Methodist church
1973 to present	Returned home to keep house for Dad. he died in 1981 at the age of 97. I learned with joy that the Laubach method was alive and well in Canada. I tutored a number of students and publicized the work in various ways, sometimes using puppets to dramatize the Laubach teaching method we used in Angola. We welcome visitors; many come to see our famous twelve-sided barn.

Willie Mae Watson Chautauqua '61 While in the summer session of S.U. Literacy Journalism at Chautauqua, I wrote short biographical stories featuring the contributions of Negroes. These were published by New Readers Press as We Honor Them, Volumes I, II and III. My jobs have included being supervisor of Elementary Schools, Norfolk, VA; Director of Elementary Education for Prince Edward Free School Association; Associate Professor of Teachers' Education, Hampton Institute; and Education Specialist with USAID in Nigeria.

My first experience in Nigeria was as a Peace Corps volunteer in 1962. As a USAID specialist at the Advanced Teachers' College in Kano, Nigeria, I authored a textbook, Education Principles and Practices.

In 1968, on its 25th anniversary, I received an award from the Peace Corps. After my 80th birthday I cut down on volunteer activity.

Douglas Wesley Weeks M.A. '67-'68 While in high school I gave myself as fully as I knew how to God and to follow where He led me. In my early years I communicated my learning about my relationship with God through conversations and sermons; I began preaching at age 15. I sensed that the printed page might be another way to communicate the good things God wants people to know, and was led to study journalism at S.U., where I first learned about and took courses in Literacy Journalism.

For eight years following Syracuse my major work was to edit a magazine in the Philippines, focused on encouraging Christians to grow in relationship with God. On my return to Syracuse I worked five years with New Readers Press, as an editor mainly in developing materials on significant life skills God wants us to attain.

In Syracuse I developed a major task as pastor in Trinity Fellowship. Our church went to the Philippines for one year where I taught a writing course in a Christian high school. I was also sent to Costa Rica, where I studied Spanish and oversaw the translation into Spanish of a counselor training manual. I continue my work as a pastor in Syracuse, with part-time work in translation. I am married; my wife, Janine, and I have three children and five grandchildren.

Ulla-Stina Elisabeth Westman-Berg M.A. '53-'54 I have been teaching journalism to students at the Swedish School of Social Studies and Journalism, at the U. of Helsinki, Finland. I have been living here in Helsinki since attending Syracuse University 40 years ago.

Patricia McCoppin Win M.A. '51-'53 I heard Dr. Frank C. Laubach speak in 1950 in Chicago while I was working for The Christian Advocate. That led me to S.U., where I studied Literacy Journalism with Dr. Laubach's son Bob, and while there became engaged and married Thaung Win, from Burma.

In 1961 to 1964 I wrote a series of articles for The Guardian on life in Burma (now Myanmar), where we lived. I was Burma correspondent for Religious News Service, New York, and The Christian Advocate, Chicago. I have been on the board of the YMCA in Burma and California.

I was honored in 1983 by Mayor Tom Bradley and the Commissioner of Libraries for "Outstanding Service to the Los Angeles Public Library." I was chosen 1988 Woman of the Year by the Tarzana, CA, Chamber of Commerce.

--Entry at Printing Time--

Irene Kwik '74-'75 M.A. in Journalism I am from Indonesia. Prior to coming to Syracuse University I had received an M.A. in English Literature at Padjadjaran University in Bandung, Indonesia, in 1960. Following Syracuse I have continued my graduate studies in Canada: the Development Program at Carlton University, a Study of Microcomputer Business Applications at Capital Business Training Centre, and a major in Computer Hardware and Software at Algonquin College; all these institutions in Ottawa.

My career cover three broad areas of work: mass media, translation, and administrative assistance.

In mass media my work has included:

1967-77	Managing Editor, Sari Pers, a newsmagazine
1967-71	Reporter on the daily Sinar Harapan
1966-67	Reporter on the daily Indonesian Observer
1965-66	Assistant Manager at Gunung Agung, a book publisher
1973-74	Assistant Information Officer with the National Council of Churches in Indonesia
1980-81	Information officer with UNESCO

My translation work has been in Ottawa and Indonesia:

1991-present	Translator at the Public Works and Government Services, Ottawa
1992-present	Translator at the Ontario Court of Justice, Ottawa
1990	Translator at Guelph University Development Projects, Jakarta, Indonesia

My Administrative/Secretarial work has been:

1987-88	Secretary at World University Service of Canada, Ottawa
1989	Secretary for the City of Ottawa
1991	General Assistant for the Ministry of the Attorney General, Ottawa
1991-92	Secretary for the Department of the Secretary of State
1992-93	Word Processor for National Defence, Ottawa
1993	Secretary for the Department of Justice, Ottawa

I am fluent in English, Indonesian and Javanese, and have a good knowledge of French and Dutch.

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Appendix B

Bibliography: Selected Works by Alumni

Albright, James M. More than 200 articles printed in trade publications of organization such as: American Football (Coaches Association), College Sports Information Directors of America, Basketball Writers of America,
Football Writers of America, Track and Field Writers of America, Association of Stock Car Auto Racing, Rochester Press and Radio Club, and Women in Communication. 1964-1980.

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___ Medical articles for several publications, including Healthweek, Medicenter Management, Applied Radiology, Cardiology Today, and Infectious Diseases in Children.

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___ Worthy of the Gospel: Women as Partners in Mission. Co-edited with Mary Mild. Valley Forge: National and International Ministries. ABCUSA. 1992.

___ Charlotte Gillespie has also written a number of articles.

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Gillispie, George Julian. Numerous articles on religion and mission history, both in English and Indian vernacular languages.

___ At least 30 articles for psychological journals, reviews, or chapters in books on the visual phonomena of dreams, mysticism, and mental imagery.

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___ Articles for the following newspapers in the U.S.: The New York Jewish Weekly, Delaware Jewish Voice, and New Jersey Jewish Star.

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___ Also numerous magazine articles authored under both her maiden and married name (Kirk).

Mundukuzhy, Thomas P. Author of tracts and study guides.
Published by Cor Episcopa, 5027 Homeview Drive, Liverpool NY.
___ Daily Prayers and Bible Recitations.
___ Dishudha Qurbana Kraman (In Malayalam with English letters and translation).
___ Our Bhava Thirumeny (Biography).
___ Our Church: History, Doctrines, Dogmas, Faith, Order, Disciplines at a Glance.
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___ Sleeba Kymtha Morning Prayers (English letters and Malayalam side by side).
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___ Ed. The Upper Room. Nashville: 1970-74.
___ Ed. Come On Let's Pray. Nashville: 1972.
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___ Ed. Dir. Quarterly Review. Nashville: United Methodist Publishing House. 1980-87.

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___ Pub. The United Methodist Reporter. Dallas. 1992-

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___ Authur of numerous magazine articles.

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___ Crime and the Law. A look at the criminal justice system. Syracuse: New Readers Press. 1981.
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___ Brochures for "The Loft" and the W.W. Durant (dinnerboat). Raquette Lake, NY: Dean Pohl Inc. and Raquette Lake Navigation Co. 1985-93.

Roe, Earl O. Author, editor. Dream Big, the biography of Dr. Henriatta Mears. 1990. This book received an Angel Award in 1991.

___ Let Justice Roll Down, the autobiography of John Perkins, an African-American pioneer of the Christian community development movement. Ghostwriter of the text of this book, which placed third in the Popular Book Category of the 1978 National Religious Book Awards, and fourth in the 1977 "Book of the Year" poll conducted by Eternity magazine.

Roe, Earl O. Edited close to 100 books, as prjects of various organizations. Has researched and ghost written large portions of texts of many books.

Roe, Earl O. Correspondent and magazine article writer. Overseas correspondent for Christian Life magazine from 1954 to '58. Wrote countless other articles for newspapers and magazines, often related to problems of Christian communications in Africa.

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___ "The Way of life." Harrisonburg, VA" Mennonite Broadcasts. 1970-1972. Radio program for the Caribbean.

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___ Founding editor of Purpose. Scottdale, PA, Mennonite Publishing House. 1972. Adult weekly story paper.

Schrock, Paul M. Book editor. Scottdale Herald Press, 1972-1989. Managed more than 400 books.

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___ Echo du Tam-Tam. children's magazine. Korhogo, Cote d'Ivoire, Africa. 1965 for several years.

Shelley, Marjorie Fay. Author.
___ Swahili literacy primers and books for new readers, Zaire.
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Stein, Wendy T. With Douglas Weeks. Making a Budget. Syracuse: New Readers Press.

Stein, Wendy T. Taking the Wheel. Syracuse: New Readers Press.

___ Your Daily Paper. Syracuse: New Readers Press.

___ Filling Out Forms. Syracuse: New Readers Press.

___ Becoming a Car Owner. Syracuse: New Readers Press.

___ We the People Workbook. Holt Rinehard & Winston. 1989.

___ Great Mysteries: Atlantis. San Diego; Greenhaven Press. 1989.

___ Ready, Set, Study, Improving Your Study Skills. Contemporary Books. 1990. Second book of 2-book series. Presents strategies for guiding and improving reading, research, and test-taking skills.

___ Great Mysteries: Shamens. San Diego: Greenhaven Press. 1991.

___ Communication Skills that Work: A Functional Approach for Life and Work. Chicago: Contemporary Books. 1991. Part of 2-book series presenting communication strategies, featuring instructions in listening, speaking and writing.

___ Also contributed to various social studies and communications texts, either directly to the publisher or through book packages.

___ Also edited many educational books for both adults and teenagers, both as a full time editor for New Readers Press and as a free lance editor.

___ Ed. The Vision Lives On, by Robert S. Laubach. Syracuse: New Readers Press. 1984. Book with pictures and text about the life of the Laubach family and the birth of Each one Teach One in the Philippines in the 1930s. Published as part of the 100th anniversary celebration of the birth of Frank Laubach.

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___ La Liberacion y al Evangelio Total. Alianza Evangelica de Guatemala. 1992.

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___ Materials for New Literates. Includes health, agriculture, history and folk tales.

___ Numerous magazine and newspaper articles in English and Spanish.

Timyan, Gordon. Author.

___ Literacy Primers and books for new readers in Baoulé language of Cote d'Ivoire. Mission Protestante Evangelique, Bauaké, Cote d'Ivoire. 1960s, '70s.

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___ We Honor Them. Vol. III Syracuse: New Readers Press. 1969.

___ Martin Luther King, Jr. Syracuse: New Readers Press. 1968.

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___ Education Principles and Practices. Northern Nigeria: Ministry of Education. 1967.

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___ Be Informed on Banking. Syracuse: New Readers Press. 1977.

___ You and Others on the Job. Syracuse: New Readers Press. 1979. Three books with a Teacher's Guide.

___ Saving and Investing. To the Point on Money Management. Syracuse: New Readers Press. 1980.

Weeks, Douglas Wesley, and Wendy Stein. Making a Budget. To the Point on Money Management. Syracuse: New Readers Press. 1980.

Weeks, Douglas Wesley. Ed. and translator into Spanish, courses for training lay counselors. Syracuse: Rescue Mission. Currently being written. 1993.

Whieldon, Harold David. Has written hundreds of magazine articles for trade journals and magazines circulated to physicians and data-processing managers.

Win, Pat McCoppin. Reporter for the Huntington Advertiser and Huntington Herald Advertiser. Huntington, WV. 1943-1948.

___ Newswriter. The Christian Advocate. Chicago: Methodist Publishing House. 1948-51.

___ Corresondent for the Religious News Service. New York: 1954-67.

___ Life in Toungoo/Life in Mandalay. Rangoon, Burma: The Guardian. 1961-64. Freelance articles for this newspaper.

Appendix C

Quotes from Alumni

These quotes are in response to the question, "How has Literacy Journalism training helped you?"

William Charles Atherton '60-'63 "Literacy Journalism helped me with disciplined writing by using selected and limited word lists. It provided good background and techniques for my work as literacy co-ordinator for our mission's Philippine branch."

Robert D. Bontrager '55 "It helped me particularly in the publications programs I directed in Zaire from 1956 to 1965."

Norman Bjorn Bredesen '51-'53 "It made me aware of the fact that only trained people could effectively advise illiterates on any aspect of their lives."

Carol Gratrix Brinneman "It is hard to pinpoint the journalism element in our linguistic work in local languages in Togo, West Africa."

Marian Elinor Underwood Buda '80-'81 "Dr. Bob's classes taught me the value of writing simply and clearly, both as a tool to think clearly and as a means of communicating. In a world cluttered by jargon that clouds more than it elucidates, this is a great gift."

Edwin C. Carlson "It helped me to apply principles to Urdu langauage and Pakistani culture, especially in training editors and writers. It helped us develop ten levels of readability systematically with 200 titles, integrate the Nayia Din literacy method with books and teaching aids, periodicals, libraries, etc."

Ton-Shun (Tom) Chang '52 "After Syracuse I worked at several Central New York newspapers; then taught high school journalism in Vestal, NY. My training helped me with my work, and opened opportunities to meet many people from other countries."

Cynthia M. (Stokes) Chideya "It taught me the importance of communicating to be understood. It taught me to search for the right word as a writer. Now, as a teacher, I find this equally important."

Louise Crawford "It has helped me to write understandably, using vocabulary that readers can understand, also avoiding long and complicated sentences."

Arthur M. Davis '67-'68 "It has helped in teaching the Pokot people of Kenya to read and write, and to train teachers."

Shashikumar Jayachandra Dethe '60-'61 "It helped me in developing communication programs aimed at rural markets, and organ and financial donors for a kidney transplantation program in Bombay."

Maryanne Adams Dittmar '74 "I learned a great deal about teaching reading. It has helped my teaching disabled and other handicapped students."

Olivier Dubuis "I remember the year I passed at Syracuse University. What I learned there, especially thanks to your teaching, has been very useful to me in my different jobs, editorial and publishing. For some years I was editor of Realites Africaines, a periodical published by Africans living in Switzerland."

Kadamattu Eapen Eapen '56 "It helped me to better understand the need of literacy and adult education in the processes of individual and social change for the better."

Ruth Eshenaur "It helped me in teaching English composition at Rio Grande College in Ohio, and composition classes in Africa and Asia; also in assisting students doing research in litercy programs."

Thomas Elmore Fountain '64-'65 "It made me conscious of the need for clear, simple writing."

Shirley Funnel '61-'63 "My work on News for You has been invaluable over the years, in my work with Wycliffe publications in the Philippines. I also gained a world-wide perspective on the literacy needs and how I could alleviate them."

Eugenia Fuller "Her first love (occupation-wise) has always been literacy," says her husband, Earl Fuller; both are missionaries with the Wycliffe Bible Translators.

Susan Giffin '68 "It helped me tremendously in my medical writing (writing about technical medical and surgical matters in an easy-to-read, easy-to-understand style and language)."

Artemio R. Guillermo '54 "It has helped me a great deal. I learned the fundamentals which I applied in my work in the Philippines. I developed a simple style of writing for articles and other written presentations."

Samuel Habib '54-'55 "The Literacy Journalism program in Syracuse has helped me to develop the understanding of the needs of the illiterates I serve in Egypt and help them improve their knowledge and their quality of life."

Robert Harvie Chautauqua '55 and '56 "I used the literacy journalism training to good advantage during my 15 years in India as a Presbyterian missionary, developing literacy materials and promoting literacy projects."

Larry W. Hayes '68-'70 "Keeping the idea 'simple' is a concept that applies to all readers, regardless of their educational level. I believe that some day I will put my literacy training to use, perhaps as a pro bono account for my advertising and public relations agency."

Nathan B. Hege '62-'63 "It has helped me to be aware of the need to communicate clearly and simply at whatever level I am writing."

Charles T. Hein '66-'67 "It provided me with the necessary knowledge and skills in journalism, writing for people of limited education and reading experience, printing and publishing and related graphics arts skills essential to any publishing efforts, along with a basic knowledge of research methodology in journalism."

Mrs. Ammini John '60-'61 "It has helped me write and publish articles in our Literacy Bulletin here in Kerala, India."

William Amos Jordan '76-'77 "It influenced me to get my Ph.D. in reading."

Richard Green Katongole '51-'53 "It enhanced my appreciation of education programs among adults. Hence, while planning radio programs for Radio Uganda, I placed special emphasis on those aimed at listening groups in their village clubs."

Elizabeth Mooney Kirk '51-'52 "In addition to Bob Laubach's class, other classes in journalism were helpful, especially Dr. George Bird's class on Readability, and Dr. Roland Wolseley's Magazine class. They were all very helpful in my writing for, and selecting books for new readers."

JohnVictor Koilpillai '54-'55 The course at Syracuse on Writing for Neo-Literates, together with the graduate course in Readability, have been great help to me in teaching writing at Hislop College, Nagpur, India. The principles one teaches writers for new literates are applicable as well to teaching beginners in journalism--they teach effective communication through simple writing. I have used and taught the techniques at the college level and in numerous writers workshops in India.

Thottukadavil Eapen Koshy '66-'67 "It has helped me in teaching adult literacy programs in India and serving as a consultant to persons engaged in adult literacy programs in many parts of the world."

Agnes Cunningham Lawless '62-'63 "While in the Philippines, I was able to help translators/literacy workers make primers and reading materials. The other journalism courses were also invaluable in my writing and editing."

Virginia Lawson '63-'64 "For my M.A. examination at S.U. I had a hard time finding 20 significant books in my field of interest. I knew then that literacy was an area that needed to be dealt with."

Gail Shaw Lichtman '72-'73 "It has helped me to write more clearly and to focus better on the main idea."

Nan (Larry) Lin '61-'63 "I think I write better because of the literacy journalism program, and I still produce newsletters occasionally."

Allen Breed Lovekin '60-'61 "It helped me in writing and publishing a newspaper for new adult literates in Northern Liberia about 1963 to 1965."

Gordon K. and Grace E. Magney '68-'69, '73-'74 "It gave us the foundation and basic tools for writing primers, supplementary materials, and illustrations for new literates. It helped us understand the non-literates in Afghanistan and how to appproach and encourage them. It excited us about literacy work."

David E. Mason '62 "Association with world leaders in literacy has instilled in me a deep concern for the 'Third World' and a broad perspective on cultural patterns and world trends."

Nancy Gridley Miller '65-'66 "Of course it helped me with my 18 years of writing and editing for Laubach Literacy, Inc.: learning to simplify all writing; to include all the necessary facts; to use the active voice."

Alfred Morris '61, '66-'67 "When Dr. Robert Laubach asked me to take over the fledgling New Readers Press in 1966, he said to his father, 'We will make a million-dollar publishing venture out of it.' With God's help, we did."

Thomas P. Mundukuzhy '68-'69 "It has helped me a lot in my religious broadcasting in my ministry in the Eastern Orthodox Church in the Syracuse area."

Robert L. Niklaus '67-'68 "Since those learning days in Syracuse, I have never gotten away from an awareness of the struggles most people have in reading. So I have kept the "News for You" formula always ready at hand: short, direct, simple. It has helped me to forge a successful full-time career in writing. For that, I am indebted to you."

Maxine Elaine Phillips '67-'68 "Over the years I have often thought that your one course in "Writing for new Literates" was more helpful to me than almost any other, except the courses in how to deal with the printers. I have used the skills in every facet of my life."

Marcia Nichols Piepgrass '75 "I used the literacy journalism training in Haiti, when my doctor husband and I were there as missionaries for six years; I was publishing a newsletter."

Donna Blakely Pohl "It taught me respect for all persons, regardless of their economic, social or educational status. This has been especially valuable in dealing with remedial students and their families. The training and experience has taught me to be willing to 'rock the boat,' not go along with the status quo in seeking solutions for my students."

Fran Reed "I got my literacy journalism training second-hand from the material my ex-husband Bill Wilcox brought home from the program at the University. He attended. I didn't, But I met Dr. Frank Laubach and told him of my desire to write for new readers. He put his hand on my head and prayed. Then he said that when God was ready, I would hear from him. About 15 years later, I had that call. It came in the form of a letter from New Readers Press giving me a go-ahead for my idea for a book. Thus, I wrote the first New Readers Press book of fiction, A Dream with Storms, published in 1979, and later a student motivational book, Thoughts, Feelings, and Dreams. Dr. Laubach's words were prophetic."

Earl O. Roe '59-60 "It made me cognizant of and equipped me to help serve those who are functinally illiterate--those here and abroad who are not normally reached through conventional journalism."

Gordon A. Scheick '64 "The textbook, Toward World Literacy, by Frank C. and Robert S. Laubach, has been a great help to me."

Paul M. Schrock '62-'63 "I have appreciated your emphasis on simplicity and, earlier, that of your father over the years. The discipline of simplifying written material has served me well."

Willard A. Scofield '68-'69, '74, '78-'79 "It gave me a desire to make my writing simple and clear to my readers. I learned the priciples of literacy and writing for new literates. which I have shared with students and colleagues."

Esther A. Shaffer '58-'59 "The literacy journalism training helped me seek out and volunteer for such a program in my area, and helped me prepare to do workshop training programs."

Marjorie Fay Shelley '59-'61 "The training was invaluable for the writing of materials for new literates in Cote d'Ivoire, and the teaching of African writers. Some of the vision I received from Bob Laubach for a literature center found practical outgrowth in Africa."

Judith Ellison Shenouda '72-'74 "The ability to make complex subjects easy to read and manageable is a skill that end users of product documentation require. I've built a successful business from this ability."

Elizabeth Anna Showalter '63-'64 "It has helped me in teaching and editing."

Nadine Callahan Simpson '53-'54 "I try to keep my writing simple and understandabble. I still see the importance of adult literacy and in steering children toward the reading habit."

John Stauffer Ph.D. '67-'72 "Your emphasis on clear communication has been the major thrust of my career in communications research."

Reta M. Stuart '61-'62 It helped me greatly when I was a literature/radio missionary in Burundi, Africa. It helps me now in promotional work of our mission."

Stephen R. Sywulka '65-'67 "It was very useful for my work directly in the field, and has helped with writing generally."

Gordon Timyan '56-'57 "By giving me and my wife, Janis, new motivation to 'write for new literates' in the Baoulé language of Cote d'Ivoire; I prepared literacy primers to teach men and women to read in that language."

Willie Mae Watson '61 "It enabled me to write materials needed for persons with third-to-fifth grade reading abilities."

Douglas Wesley Weeks '67-'68 "In writing sermons and articles, literacy journalism training has helped me search for simpler, clearer ways to communicate."

Ulla-Stina Elisabeth Westman-Berg '53-'54 "The training has given me consciousness of the problems connected to illiteracy and consequently an interest in the possibilities of educating women in the developing countries."

Harold David Whieldon "I have worked primarily in medical journalism around the New York City area. My SU training increased my awareness of language skills in writing, and knowledge of peoples in other parts of the world."

Pat McCoppin Win '51-'53 "Learning to write and teach new literates; helping me to express my thoughts simply and directly and thus transfer this to students struggling to express their thoughts."

Appendix D

Course Outline
Writing for New Literates

(This is a sample of the outline for the course numbered M705, taught by Dr. Bob Laubach in the mid-70s in The Newhouse School of Public Communications of Syracuse University. A bibliography of books and materials used in the class follows the course description.)

Purpose of the Course

To give an overview of the place of literature for new literates within world literacy programs; to show other applications of techniques of writing simply; to apply readability theory to writing for new literates; to gain practice in writing the weekly assignments and a term project.

(The course met in a three-hour session once a week for fifteen weeks.)

Work for the Course

Reading:

1. Read from the texts as assigned..

2. Read from newspapers, magazines, journals; clip or cite bibliographical source of current articles relevant to the course.

3. Read one book of your choice, with instructor's approval, on readability or a related subject. This book is to be reported in class, selecting highlights, for a 30-minute report, plus a one-page annotated summary to be submitted.

Writing:

Write a weekly assignment, from the reading, to be submitted.

Term project: Each student will choose a project, as described in detail below, and will follow deadlines for completion.

Weights for Grading in this Course

Weekly Writings 30% Oral Report and Class Participation 25% Term Project 45%

Weekly Schedule (Spring 1978)

Jan. 30 Overview by the instructor of the place of writing for new literates in literacy programs; brief description of the Laubach literacy programs. Each student introduces himself or herself. Introduction to the Principles of Readability.

Feb. 6 **Read:** Toward World Literacy (TWL), Part II, the first third.
Write: "A Time I will Never Forget" as instructed.
In Class: Evaluate articles written; consider the use of word lists; introduction to linguistic concepts in writing for new literates.

Feb. 13 **Read:** TWL, Part II, the second third.
Simple Reading Materials, about one-fourth.
Write: A simple news story, as instructed.
In Class: Introduction to News for You, the newspaper for new literates; introduction to principles used in selecting articles to publish for new readers. Guest lecturer, Caroline Blakely, editorial director of New Readers Press, and Nancy Gridley, editor of News for You.

Feb. 20 **Read:** TWL, finish Part II; Simple Reading Materials, finish first half.
Write: An information article, or background news story, as instructed.
In Class: Introduction to The Be Informed series; how subject matter is selected; how articles are written; purpose of the series. Guest lecturer: Doug Weeks, an editor in New Readers Press.

Feb. 27 **Read:** Simple Reading Materials; should complete three-fourths
Write: A short Bible story, or folk tale, told in your own words. Write it two ways: 1) Using only readability control, and 2) using a controlled vocabulary.
In Class: Student Oral Report #1; each student should be prepared to tell of his or her choice of topic for term project. Instructor will show literature from Ghana, and tell of the literacy-literature program there.

Mar. 6 **Read:** Simple Reading Materials; finish the book
Write: Select a passage from the Bible, from three different English versions; analyze each passage for its readability, using appropriate formulas.
In Class: Analyze together the Bible passages. Student Oral Report #2. Instructor shows materials from Africa and tells of Afrolit, the pan-African literacy society based in Nairobi.

Mar. 13 **No Class** ; university Spring recess

Mar. 20 **Read:** Reading of your choice from bibliography, or from books published by New Readers Press in the Laubach Literacy International library.
Write: A short biographical sketch, as instructed.
In Class: Analyze sketches written. Instructor shows literature from South America and tells of "Books From the People." Student Oral Report #3.

Mar. 27 **Read:** Reading of your choice; clip or save bibliographical reference.
Write: A historical sketch, as directed.
In Class: Student Oral Report #4. Instructor shows literature from India and Pakistan; tells of the work of ABE--Adult Basic Education Society--in Pakistan. Instructor and class analyze written articles together.

Apr. 3 **Read:** Reading of your choice; clip or save bibliographical references.
Write: A geographical sketch, as directed.
In Class: Student Oral Report #5. Articles written to be analyzed together in class. Instructor shows literature for new readers from publishers in the U.S.

Apr. 10 **Read:** Reading of your choice; clip or save bibliographical references.
Write: Write, or rewrite, for new literates, a "public relations" story about the work of Laubach Literacy International, or a similar literacy agency.
In Class: Guest lecturer: Mort Nace, director of public information and promotion of Laubach Literacy International: "Communication to the Various Publics of Laubach Literacy." Student Oral Report #6.

Apr. 17 **Write:** Work on your term project.
In Class: A reveiew of the principles of communicating to new readers, showing literature and discussing questions to be discussed later at the suggestion of class members. Student Oral Report #7

Apr. 24 **Write:** Work on your term project.
In Class: Bibliography of materials useful for writers for new readers. Training in writing for new readers in the Laubach volunteer programs in the U.S.; introduction to the Laubach volunteer program throughout the U.S.: NALA--the National Affiliation for Literacy Advance.

May 1 Class meets at the home of Instructor Bob Laubach, or (if Syracuse weather permits!) the class will have a picnic; time and place to be set.

May 8 **Term Project due.**

Selected Bibliography

These items are chosen as representative from a list of more than 200 presented to the class.

George L. Bird. Article Writing and Marketing. New York: Rinehart & Co., Inc. 1956
Angelica Cass. How We Live. New York: Noble & Noble. For first year students in English.
_____ Write Your Own Letters. New York: Noble & Noble. Writing business and social letters.
Robert J. Dixson. American Classics Graded Readers. New York: Regents Publ. Co. Simplified classic books.
Rudolph Flesch. The Art of Readable Writing. New York: Harper and Bros. 1949.
William Gray and Bernice Leary. What Makes a Book Readable. Chicago: U. Of Chicago Press. 1935.
Robert Gunning. The Technique of Clear Writing. New York: McGraw-Hill. 1952.
Frank C. Laubach. Toward a Literate World. New York. Columbia University Press. 1938.
____ The Silent Billion Speak. New York: Friendship Press. 1945.
____ Teaching the World to Read. New York: Friendship Press. 1947.
____ Thirty Years with the Silent Billion. Westwood, New Jersey: Fleming Revell. 1960
Frank C. Laubach and Robert S. Laubach. Toward World Literacy. Syracuse: Syracuse U. Press. 1960.
Seth Spaulding and David Manning White. Publishing for the New Reading Audience. Syracuse: SU Press
Ruth Ure Warren. The Highway of Print. New York: Friendship Press. 1946.

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Description of Term Project

Each student will prepare a term project consisting of a complete plan for a "Ladder of Literacy." He or she may choose an audience of people for whom the "Ladder" would be prepared.

The term project will be done in five parts. Each part is described below, with deadlines for that part. As each comes due, the student will turn in a "draft" to be read by the instructor and returned. At the final deadline the student will turn in the completed project. If the student wishes a copy of the final draft. He or she may prepare a carbon copy, or a Xerox copy, as the instructor will keep the original.

Term Project Deadlines (Spring 1978)

Feb. 27 Choose your population; take 10 minutes to tell the class about your choice, citing pertinent facts, such as nation, people, language, literacy rate, the economy and the like.

Mar. 6 **Part I** Written introduction to your study, 1,000 to 1,250 words. Describe your chosen population: place, number of adults, language(s), race(s), educational status of the people, their economic and working conditions, and other factors that may be pertinent to starting and conducting a literacy journalism program among them.

Mar. 20 **Part II** Describe the "Ladder of Literacy" in general terms, including: definitions, objectives, (educational, economic, religious, etc.), writing controls (readability, linguistics, graphic controls, etc.) And any other conditions that may affect your "Ladder." (About 1,000 to 1,250 words.)

Mar. 27 **Part III** Content and format of the Ladder. Include how to judge reading needs of the population, how to pretest materials. Include an annotated bibliography of at least 40 titles you might write, showing what levels (if any) they may be grouped in, the general nature of the Ladder (books, pamphlets, magazines, newspapers, audio-visual aids, charts, flyers, etc.). Try to describe this as briefly as possible, in 1,000 to 1,250 words.

Apr. 4 **Part IV** Describe the organization necessary to accomplish your Ladder (number of writers, editors, artists, etc.). Describe training for writers, editors, etc. How will the program be financed--subsidy from government, by a private agency, from sales or materials, advertising, etc.? (About 1,000 to 1,250 words.)

Apr. 24 **Part V** Prepare a "sample" from your Ladder of Literacy (about 800 to 1,000 words in length). This may be a sample from a projected booklet, newspaper, magazine, audio visual production, etc. Write it and "produce" the sample completely, including a sketch of the layout, description of illustrations needed, etc. This sample is to be written in English. If you wish to translate this sample, or a portion of it, into your own language, you are encouraged to do so. The completed project to be submitted on this date.

May 8 Final display and evaluation of each project before the entire class.

Appendix E

Editorial Performance Standards For New Readers Press

By Kay Koschnick Freeman

A. Content of Manuscripts

1. Viewpoint, tone, and approach are appropriate to the audience and the subject.

a. No matter what the audience for a particular publication, the tone is equal-to-equal. It is not condescending or preachy.

In transactional analysis terminology, the tone is Adult-to-Adult, not Parent-to-Child.

b. In materials for students, the viewpoint is that of the reader, who is trying to solve his problems, rather than that of the "establishment."

c. In materials for students, the audience should be regarded as:

(1) including the very poor (e.g., unemployed persons, welfare recipients), the working poor, and some persons of moderate income.

(2) lacking in formal education, but not in intelligence or "mother wit."

(3) holding a wide variety of values, which must be respected.

In discussions of choices made on the basis of practical considerations, readers may be advised to make certain choices.

In discussions of choices that are affected by the reader's values, ethics, morality, or religious beliefs, however, decisions-making is left to the reader. Alternatives (including, if necessary, their advantages, disadvantages, and consequences) are described factually and in a neutral tone. The decision-making process itself may be described. But no particular decision is urged upon the reader.

d. Materials for teachers should be easily usable by inexperienced beginning teachers and unskilled volunteer tutors.

Such materials should be fairly free of educational jargon; such academic or technical terminology as is used should be explained in context.

2. **Examples and case studies, if any, are relevant to the audience.**

3. **Information is up-to-date, accurate, and reliable.**

4. **Content is complete, but not burdensome.**

   All major aspects of the topic are covered. No puzzling questions remain unanswered.

   The manuscript is not, however, weighted down with details that are neither interesting or useful.

5. **Information and ideas are expressed clearly and are ordered in logical sequence. Transitions are clear.**

6. **Reader's interest is maintained.**

7. **Content represents with fairness and dignity the undereducated, the poor, members of minority groups, both sexes, the handicapped, and persons of all ages.**

8. **Student exercises, if any, give sufficient practice to achieve the desired skills and are suited to the needs of the audience.**

9. **Reading level average is within .5 of a desired reading level, tested by the Gunning formula (student materials only).**

10. **Spelling is consistent and conforms to Merriam-Webster dictionaries.**

11. **Style is consistent and conforms to the university of Chicago Manual of Style and New Readers Press style policies.**

12. **Grammar is correct.**

When applicable:

13. Permissions have been obtained from publishers and any related expenditures have been authorized by the assistant editorial director for reproduction of any copyrighted material quoted in the manuscript or accompanying it in the form of graphs, charts, or maps.

B. Condition of Manuscript when Ready for Production

1. **Manuscript is complete, not sent to production piecemeal.**

   Exceptions:
   a. Very large works, if large sections can be sent to production in consecutive order.
   b. Indexes which must be done from mechanicals.

2. **A pagination plan is provided for books, including front matter, back matter, and first page of copy.**

3. **Copy is fairly clean so that compositor may follow it easily.**

   a. Parts that have extensive revisions should be retyped. Patches may be taped on.

   b. Minor revisions are indicated with conventional NRP copymarking symbols.

4. **As much as possible, manuscripts should be typed in the same form as desired in the printed product. This is a "must" for manuscripts typed in house.**

   a. Manuscripts should be double-spaced.

   b. Manuscripts should be typed to line length, i.e., lines have same number of characters as column width when set in type, for example, 50 characters for a 20-pica column of 11-point type.

   c. Paragraphs should be indicated with indent or extra space between graphs if block style is desired.

   d. Type faces different from body type should be indicated with underlining. If only one additional face is used, indicate to production whether bold or italic is desired.

If more than one additional face is used, color code the underlining and provide a key for production. For example:

black = italic	(as, Press Roman italic)
red = bold	(as, Univers-11-Bold)
green = 2nd bold	(as, Press Roman bold)

e. Indent levels should be observed for any material that will appear in outline form.

If there is any question, production should be asked before typing is done so that the manuscript can be typed in the form easiest for composition and layout artist to understand and code for typesetting.

f. Subheads should be typed consistently according to the capitalization style desired, as:

a. Initial cap and lowercase:	Condition of manuscript
b. Initial caps:	Condition of Manuscript
c. all caps:	CONDITION OF MANUSCRIPT

It would also be helpful to type subheads left flush or centered, according to style desired in printed product.

5. **Out side authors working under contract should be encouraged to:**

a. Double space
b. Type to line length
c. Indicate paragraphs
d. Be consistent in style of subheads.

More than that is seldom possible. Editors must do whatever copy-marking or retyping is necessary to clarify for production the items in #4.

6. **Manuscripts typed in house should be on plain white bond, not on copy paper. Copy paper is not durable enough to withstand the handling the manuscript will get in production.**

7. **The pages of the manuscript should be numbered. In works that have chapters, start numbering each chapter with 1, and indicate both the chapter number and page number.**

8. **Try to be as helpful as possible in providing production with manuscripts that are easy to follow.**

Appendix F

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The authors are always anxious to receive information
on the status of persons and their current addresses